

Over **2 Million** copies of Complete Smart titles sold!

Popular Complete Smart Series

Complete Canadian **3** Curriculum

138094

\$ 9.99

**Revised
and
Updated!**

Math

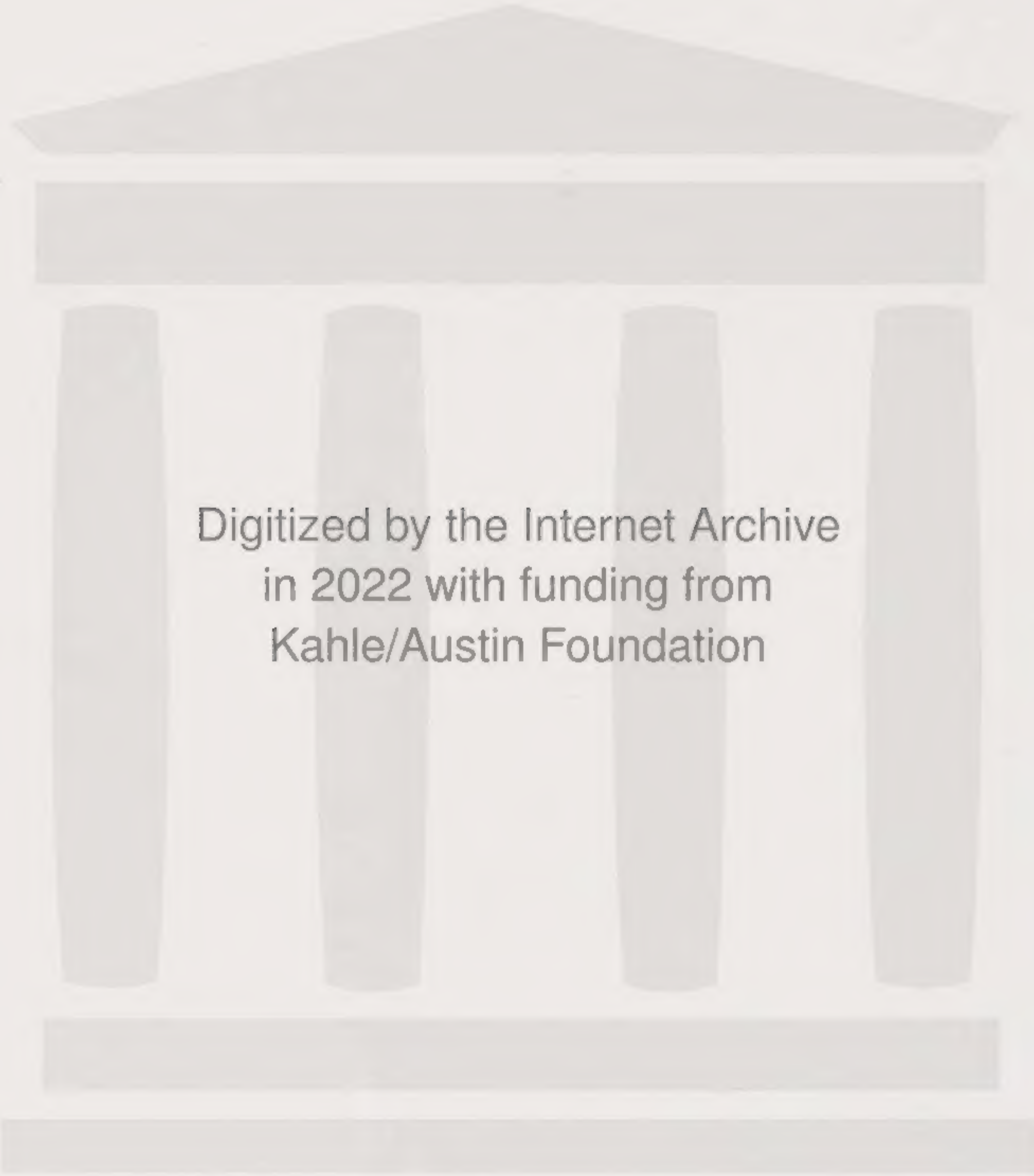
English

Social Studies

Science



Popular Book Company (Canada) Ltd.



Digitized by the Internet Archive
in 2022 with funding from
Kahle/Austin Foundation

Popular Complete Smart Series

Complete **Canadian** **Curriculum**



Grade

3

Mathematics

1	Numbers to 100	6
2	Addition and Subtraction of 2-Digit Numbers	10
3	Numbers to 1000	14
4	Addition and Subtraction of 3-Digit Numbers (1)	18
5	Addition and Subtraction of 3-Digit Numbers (2)	22
6	Length and Distance	26
7	Perimeter and Area	30
8	Time and Temperature	34
9	Money	38
10	Addition and Subtraction with Money	42
11	Capacity and Mass	46
12	Multiplication (1)	50
13	Multiplication (2)	54
14	Division (1)	58
15	Division (2)	62
16	Multiplication and Division	66
17	Fractions	70
18	2-D Shapes (1)	74
19	2-D Shapes (2)	78
20	3-D Figures (1)	82
21	3-D Figures (2)	86
22	Locations of Shapes and Objects	90
23	Transformations	94
24	Patterns (1)	98
25	Patterns (2)	102
26	Graphs (1)	106
27	Graphs (2)	110
28	Probability	114

English

1	Groundhog Day	120
2	The New Student	124
3	Acrostic Poems	128
4	What Are Things Made of?	132
5	A Special Gym Class	136
6	The Frank Slide	140
7	A Gaggle of Geese?	144
8	The Goat – Our Best Friend	148
9	The Narwhal – a Real-life Unicorn	152
10	Skiping Rope	156
11	I Love Haiku!	160
12	Why Do We Sneeze?	164
13	Girls' Festival in Japan	168
14	A Visit to the Seniors' Centre	172
15	A Letter to – and from – Ms. Naughton	176
16	The Sugar Shack	180
17	The Amazing Coconut	184
18	Shooting Stars	188
19	The Circus School	192
20	My Brother Loves to Dance	196
21	Lacrosse	200
22	Rupinder the Reporter	204
23	A Special Project	208
24	Durian	212
25	The Story of Honey	216
26	Hello around the World	220
27	My Brother, the Babysitter	224
28	Marsupials	228

Social Studies

Heritage and Identity:

Communities in Canada, 1780 – 1850

1	Communities between 1780 and 1850	234
2	Roles: Then and Now	236
3	Early Canadian Travel	238
4	Adapting to the Climate	240
5	Early Settlers' Challenges	242
6	Canadian Identity	244
7	The Original Inhabitants	246
8	Moving Out	248
9	Settling the Land	250
10	Changing the Environment	252
11	Hardships	254
12	Getting along Together	256

People and Environments:

Living and Working in Ontario

13	Mapping Ontario	258
14	Ontario's Landforms	260
15	Where People Live	262
16	Enjoying Ontario Today	264
17	Working in Ontario Today	266
18	Ontario's Valuable Land	268
19	Using Our Land	270
20	Using Our Resources	272
21	Developing the Land	274
22	Local Governments	276
23	Municipal Lands	278
24	Municipal Jobs	280

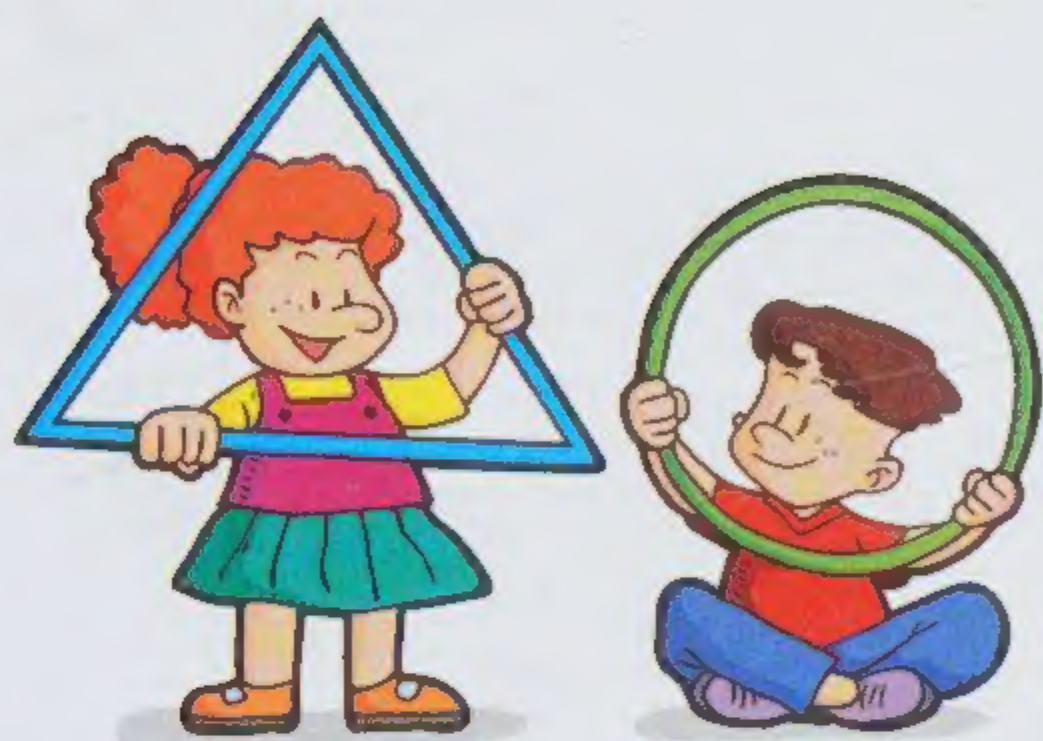
Science

1	Plants	284
2	Leaves and Flowers	286
3	The Needs of Plants	288
4	Plants: Pollination	290
5	Seed Dispersal	292
6	Plants: Life Cycles	294
7	Uses of Plants	296
8	Endangered Plants or Invasive Plants	298
9	Rainforests	300
10	Force as a Push or Pull	302
11	Forces and Movement	304
12	Gravity	306
13	Friction	308
14	Magnets	310
15	Magnetic Poles	312
16	Stability	314
17	Levers	316
18	More about Levers	318
19	Soil	320
20	More about Soil	322
21	Soil Erosion	324
22	Earthworms	326
23	Creatures that Use Soil	328
24	Compost	330

Answers

Mathematics	334
English	346
Social Studies	356
Science	362

1. The first part of the story is about the boy's life in the city.	2. The second part of the story is about the boy's life in the country.
3. The third part of the story is about the boy's life in the city.	4. The fourth part of the story is about the boy's life in the country.
5. The fifth part of the story is about the boy's life in the city.	6. The sixth part of the story is about the boy's life in the country.
7. The seventh part of the story is about the boy's life in the city.	8. The eighth part of the story is about the boy's life in the country.
9. The ninth part of the story is about the boy's life in the city.	10. The tenth part of the story is about the boy's life in the country.
11. The eleventh part of the story is about the boy's life in the city.	12. The twelfth part of the story is about the boy's life in the country.
13. The thirteenth part of the story is about the boy's life in the city.	14. The fourteenth part of the story is about the boy's life in the country.
15. The fifteenth part of the story is about the boy's life in the city.	16. The sixteenth part of the story is about the boy's life in the country.
17. The seventeenth part of the story is about the boy's life in the city.	18. The eighteenth part of the story is about the boy's life in the country.
19. The nineteenth part of the story is about the boy's life in the city.	20. The twentieth part of the story is about the boy's life in the country.
21. The twenty-first part of the story is about the boy's life in the city.	22. The twenty-second part of the story is about the boy's life in the country.
23. The twenty-third part of the story is about the boy's life in the city.	24. The twenty-fourth part of the story is about the boy's life in the country.
25. The twenty-fifth part of the story is about the boy's life in the city.	26. The twenty-sixth part of the story is about the boy's life in the country.
27. The twenty-seventh part of the story is about the boy's life in the city.	28. The twenty-eighth part of the story is about the boy's life in the country.
29. The twenty-ninth part of the story is about the boy's life in the city.	30. The thirtieth part of the story is about the boy's life in the country.
31. The thirty-first part of the story is about the boy's life in the city.	32. The thirty-second part of the story is about the boy's life in the country.
33. The thirty-third part of the story is about the boy's life in the city.	34. The thirty-fourth part of the story is about the boy's life in the country.
35. The thirty-fifth part of the story is about the boy's life in the city.	36. The thirty-sixth part of the story is about the boy's life in the country.
37. The thirty-seventh part of the story is about the boy's life in the city.	38. The thirty-eighth part of the story is about the boy's life in the country.
39. The thirty-ninth part of the story is about the boy's life in the city.	40. The fortieth part of the story is about the boy's life in the country.
41. The forty-first part of the story is about the boy's life in the city.	42. The forty-second part of the story is about the boy's life in the country.
43. The forty-third part of the story is about the boy's life in the city.	44. The forty-fourth part of the story is about the boy's life in the country.
45. The forty-fifth part of the story is about the boy's life in the city.	46. The forty-sixth part of the story is about the boy's life in the country.
47. The forty-seventh part of the story is about the boy's life in the city.	48. The forty-eighth part of the story is about the boy's life in the country.
49. The forty-ninth part of the story is about the boy's life in the city.	50. The fiftieth part of the story is about the boy's life in the country.

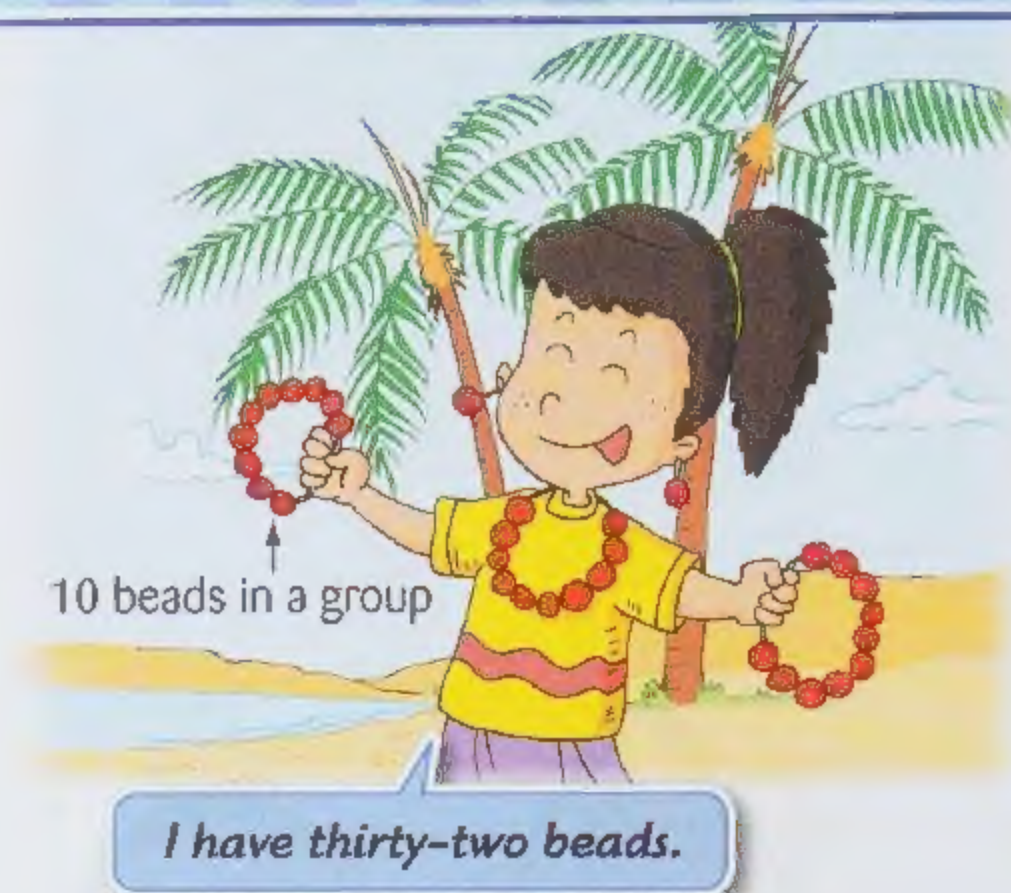


MATHEMATICS

* The Canadian penny is no longer in circulation. It is used in the units to show money amounts to the cent.

Numbers to 100

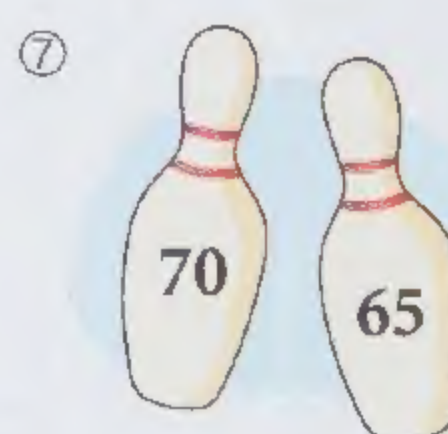
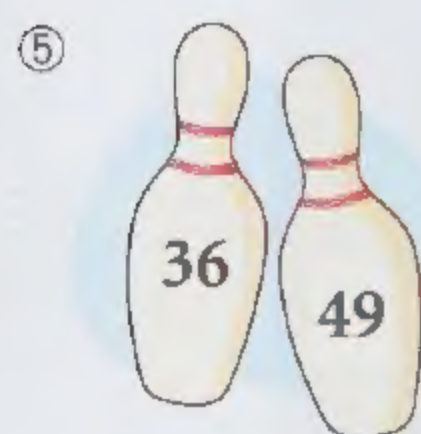
- Compare, order, and write whole numbers in words up to 100.
- Count backward by 2's, 5's, and 10's from 100.
- Round 2-digit numbers to the nearest ten.



Fill in the missing numbers.

- ① 35 36 _____ 38 _____ _____ 42 _____
- ② 69 70 _____ 73 _____ _____ 77
- ③ 87 88 _____ 92 93 _____
- ④ 55 56 _____ 58 _____ _____ 63

Circle the greater number.

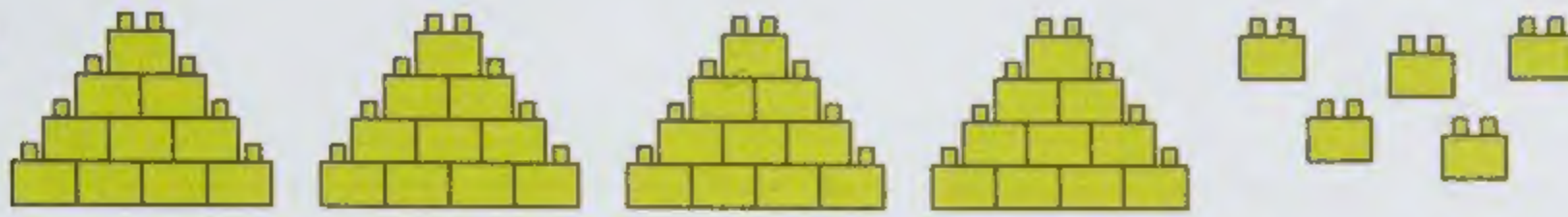


Put the numbers in order from least to greatest.

- ⑧ 39 58 63 18 _____
- ⑨ 44 30 81 53 _____
- ⑩ 64 16 46 14 _____

Count and write the numbers in words.

⑪



I have _____ blocks.

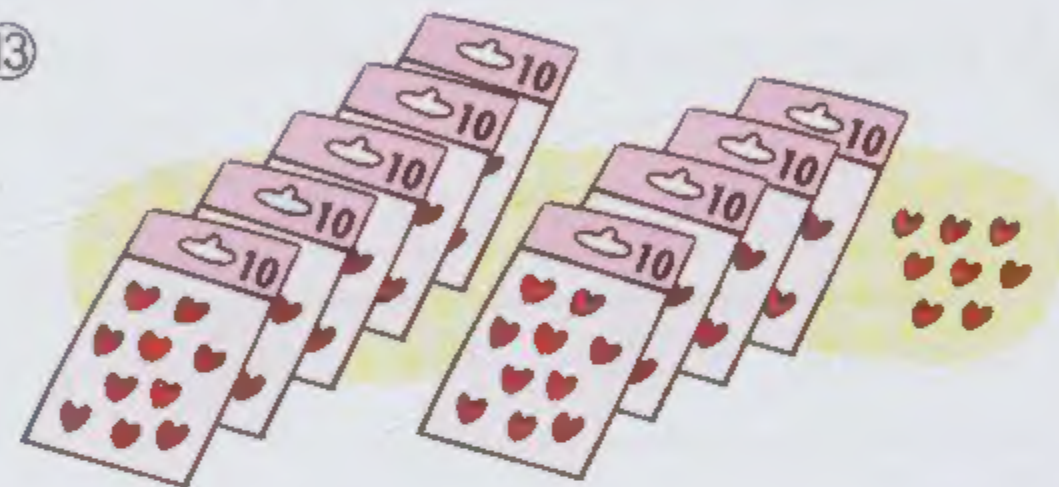


⑫



_____ crayons

⑬



_____ stickers

Write the numbers.

⑭ twenty-six _____

⑮ forty-five _____

⑯ ninety-one _____

⑰ eighty _____

⑱ sixty-four _____

⑲ thirty-eight _____

⑳ seventy-two _____

㉑ fifty-three _____

㉒ a number greater than 65 _____

㉓ a number greater than 28 but smaller than 37 _____

㉔ a 2-digit number with 0 in its ones column _____

㉕ a 2-digit number with 4 in its tens column _____

Follow the patterns to write numbers and draw arrows on the number lines.

26



27



28



Count backward by 2's, 5's, or 10's to find the missing numbers. Write the numbers.

29 74 _____ 70 68 _____ _____ 62 _____ _____ 56

30 90 85 _____ _____ 70 _____ _____ _____ 50 45

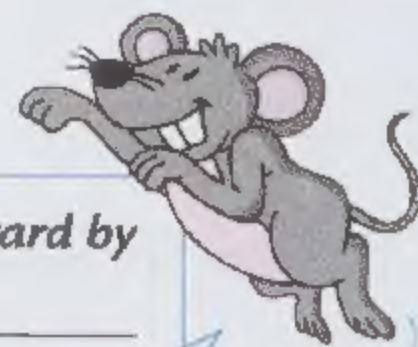
31 100 _____ _____ 70 60 _____ _____ 30 _____ 10

Put the numbers in order from greatest to least. Then fill in the blanks.

32 32 30 34 28

In order: _____

I can count backward by _____'s from _____ to get these numbers.



33 45 60 50 55

In order: _____

I can count backward by _____'s from _____ to get these numbers.

Rounding a 2-digit number to the nearest ten:

e.g. 46 ← It is between 40 and 50.



46 is rounded to **50**.

A number halfway between 2 numbers should be rounded up. For example, 35 is rounded up to 40.



Use an arrow to locate each number on the number line. Then round the number to the nearest ten.

34

53



53 is rounded to _____.

35

88



88 is rounded to _____.

36

69



69 is rounded to _____.

37

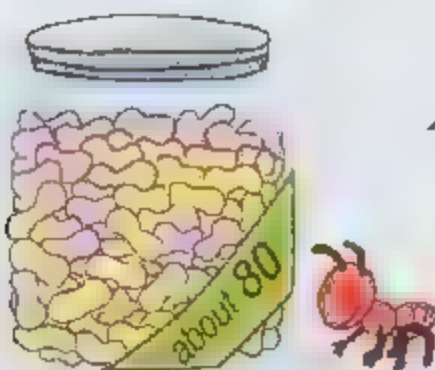
17



17 is rounded to _____.

Fill in the blanks.

38



The number of candies in the jar is between 75 and _____.

39

The number of beads in the box is between _____ and _____.



Addition and Subtraction of 2-Digit Numbers

They cost 70¢ only.

- Add and subtract 2-digit numbers.
- Estimate and check the answers
- Solve word problems.



Do the addition.

①
$$\begin{array}{r} 37 \\ + 16 \\ \hline \end{array}$$

②
$$\begin{array}{r} 42 \\ + 39 \\ \hline \end{array}$$

③
$$\begin{array}{r} 18 \\ + 63 \\ \hline \end{array}$$

④ $45 + 48 = \underline{\hspace{2cm}}$

⑤ $27 + 60 = \underline{\hspace{2cm}}$

⑥ $34 + 19 = \underline{\hspace{2cm}}$

⑦ $42 + 38 = \underline{\hspace{2cm}}$

Round each number to the nearest ten. Do the estimate. Then find the exact answer.

⑧
$$\begin{array}{r} 46 \\ + 33 \\ \hline \end{array}$$
 Estimate $+ \underline{\hspace{2cm}}$

⑨
$$\begin{array}{r} 24 \\ + 58 \\ \hline \end{array}$$
 Estimate $+ \underline{\hspace{2cm}}$

⑩
$$\begin{array}{r} 12 \\ + 56 \\ \hline \end{array}$$
 Estimate $+ \underline{\hspace{2cm}}$

⑪
$$\begin{array}{r} 9 \\ + 29 \\ \hline \end{array}$$
 Estimate $+ \underline{\hspace{2cm}}$

The answer to each question is the number of cookies in each cookie jar.
Do the subtraction. Then answer the questions.

12



$$\begin{array}{r} 78 \\ - 26 \\ \hline \end{array}$$



$$\begin{array}{r} 40 \\ - 17 \\ \hline \end{array}$$



$$\begin{array}{r} 52 \\ - 39 \\ \hline \end{array}$$



$$\begin{array}{r} 81 \\ - 63 \\ \hline \end{array}$$



$$\begin{array}{r} 43 \\ - 8 \\ \hline \end{array}$$



$$\begin{array}{r} 35 \\ - 7 \\ \hline \end{array}$$



$$74 - 37 = \underline{\hspace{2cm}}$$



$$55 - 49 = \underline{\hspace{2cm}}$$



$$60 - 35 = \underline{\hspace{2cm}}$$



$$93 - 75 = \underline{\hspace{2cm}}$$

- 13 Which jars have the same number of cookies?
- 14 Which jar has the most cookies?
- 15 Which jar has 10 more cookies than jar C?

Round each number to the nearest ten. Do the estimate. Then find the exact answer.

16

Estimate

$$\begin{array}{r} 74 \\ - 39 \\ \hline \end{array}$$

17

Estimate

$$\begin{array}{r} 68 \\ - 41 \\ \hline \end{array}$$

Use addition to check the answer of subtraction.

e.g. Is $46 - 27 = 29$ correct?

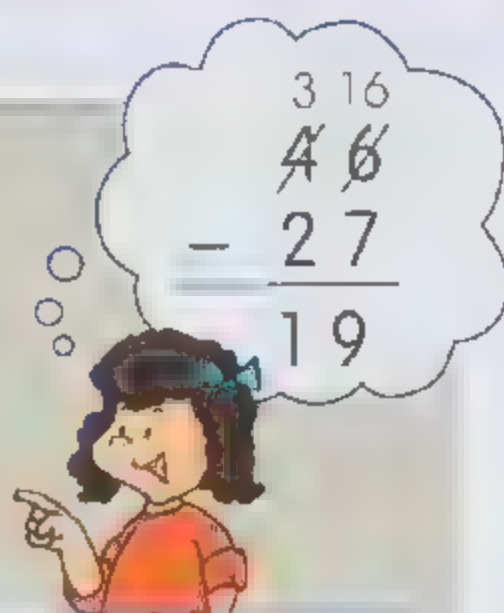
1st Add the shaded numbers,

$$\begin{array}{r} 46 \\ - 27 \\ \hline 29 \end{array}$$

2nd If the answer is 46, "29" is the correct answer.

$$\begin{array}{r} 1 \\ 29 \\ + 27 \\ \hline 56 \end{array} \leftarrow \text{not } 46$$

*46 - 27 = 29 is not correct.
The correct answer is 19.*



Check the answer to each question. Put a check mark ✓ in the space provided if the answer is correct; otherwise, put a cross X and find the correct answer.

⑱ **Check**

$$\begin{array}{r} 73 \\ - 24 \\ \hline 59 \end{array}$$

☐

$$\begin{array}{r} 24 \\ + 59 \\ \hline \end{array}$$

⑲ **Check**

$$\begin{array}{r} 60 \\ - 45 \\ \hline 15 \end{array}$$

☐

Do the subtraction. Then check the answers.

⑳ **Check**

$$\begin{array}{r} 90 \\ - 16 \\ \hline \end{array}$$

+

㉑ **Check**

$$\begin{array}{r} 59 \\ - 24 \\ \hline \end{array}$$

㉒ **Check**

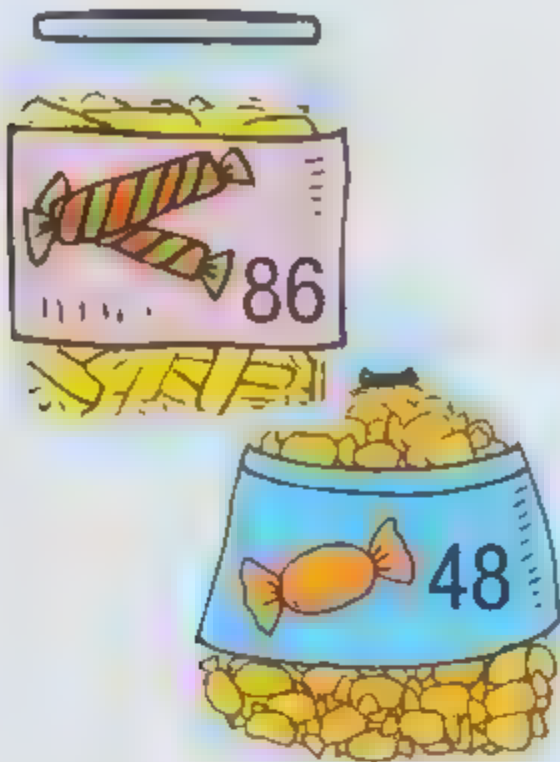
$$\begin{array}{r} 33 \\ - 16 \\ \hline \end{array}$$

㉓ **Check**

$$\begin{array}{r} 84 \\ - 66 \\ \hline \end{array}$$

Solve the problems.

24



- a. How many candies are there in 2 bags?

_____ = _____

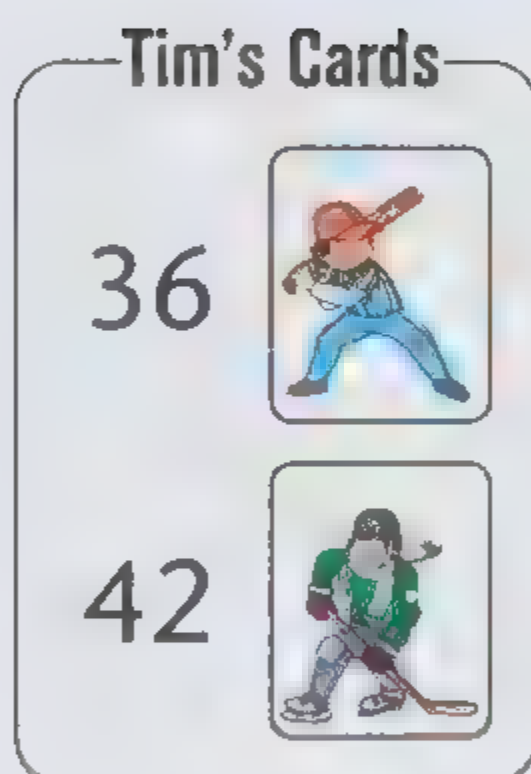
_____ candies

- b. How many more candies are there in a jar than in a bag?

_____ = _____

_____ more

25



- a. How many fewer baseball cards than hockey cards does Tim have?

_____ = _____

_____ fewer

- b. How many cards does Tim have in all?

_____ = _____

_____ cards

26



- a. A tin soldier costs 5¢ less than a matchbox car. How much does a matchbox car cost?

_____ = _____

_____ ¢

- b.

*I pay 75¢ for a tin soldier.
What is my change?*

_____ = _____

_____ ¢



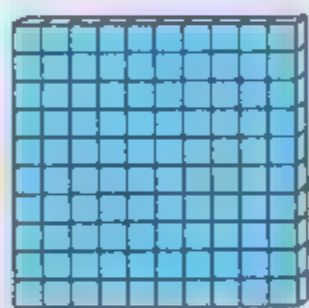
I've packed 556 dolls already.

Numbers to 1000

- Write, compare, and order whole numbers up to 1000.
- Identify and represent the value of a digit in a 3-digit number.
- Count by 2's, 5's, 10's, 25's, and 100's.



Count and write the numbers.



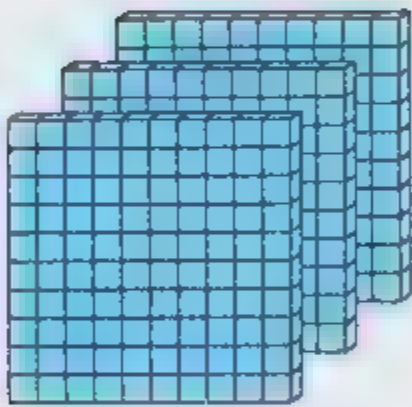
1 hundred



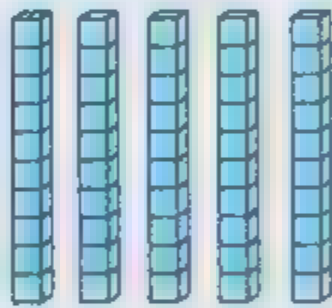
1 ten

1 one

①



_____ hundreds



_____ tens

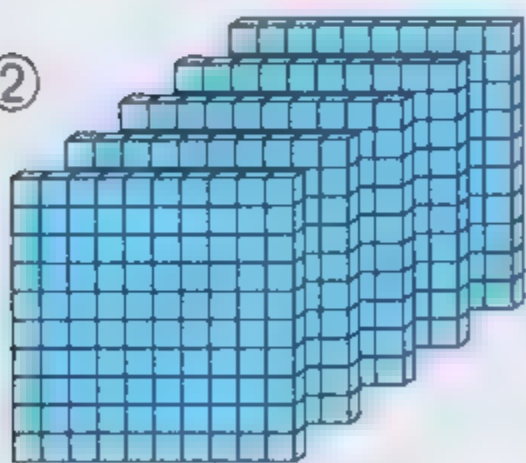


_____ ones

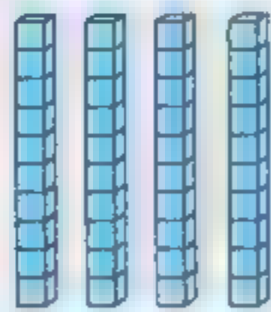


There are _____ blocks.

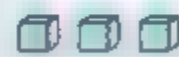
②



_____ hundreds



_____ tens

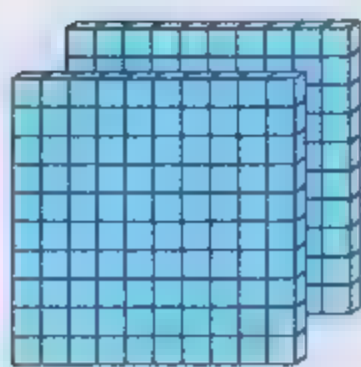


_____ ones

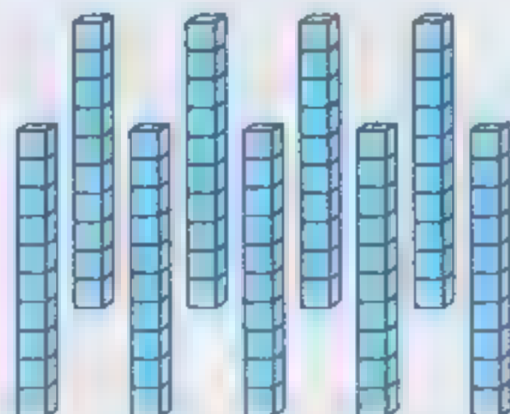


There are _____ blocks.

③



_____ hundreds



_____ tens

_____ ones



There are _____ blocks.

Write the numbers. Then answer the questions.

- ④ **A** _____ = 6 hundreds 5 tens 7 ones
B _____ = 5 hundreds 2 tens 4 ones
C _____ = 9 hundreds 7 tens 6 ones
D 375 = _____ hundreds _____ tens _____ ones
E 581 = _____

- ⑤ Which numbers are between 400 and 600?

- ⑥ Which numbers have 5 in its hundreds column?



Put the numbers in order from greatest to least.

⑦ 652 256 625 _____

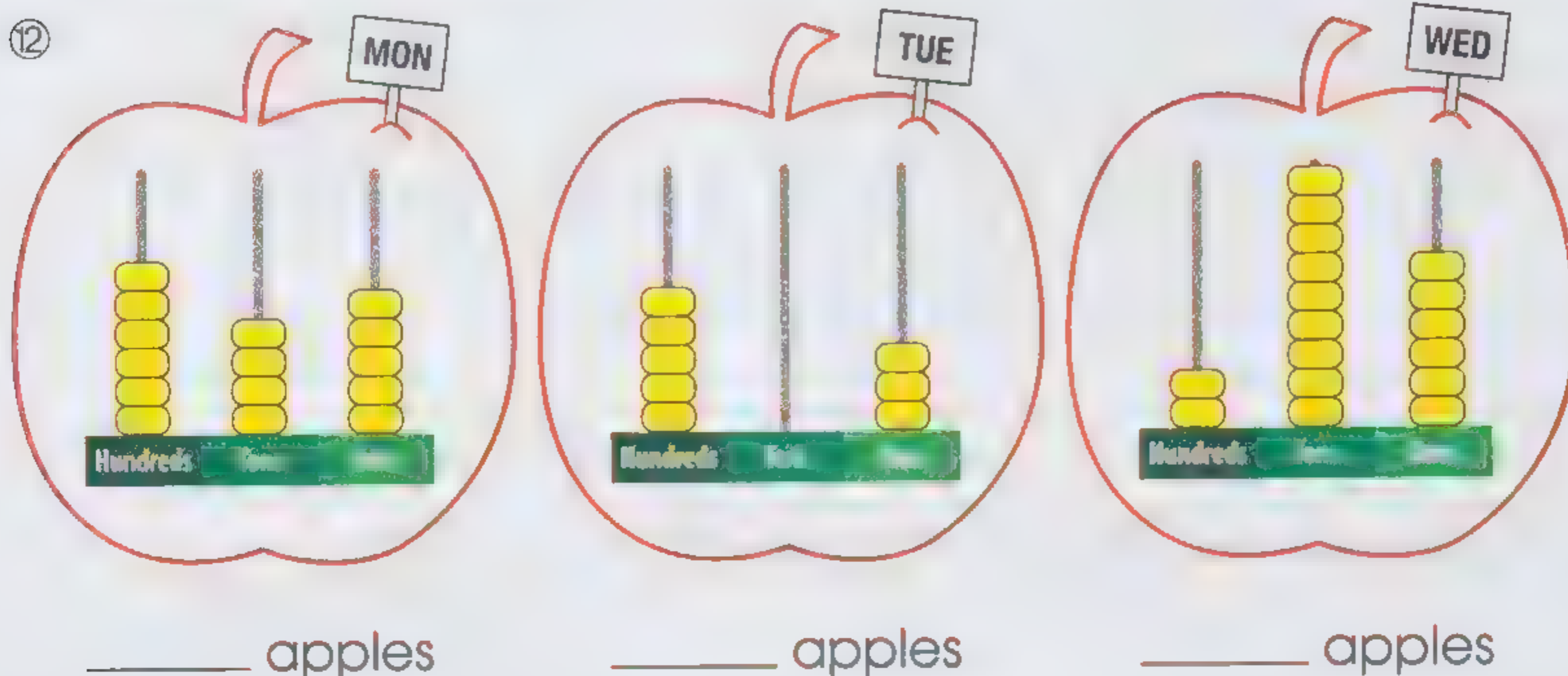
⑧ 788 887 878 _____

⑨ 490 940 904 _____

Write the numbers that the arrows are pointing at.

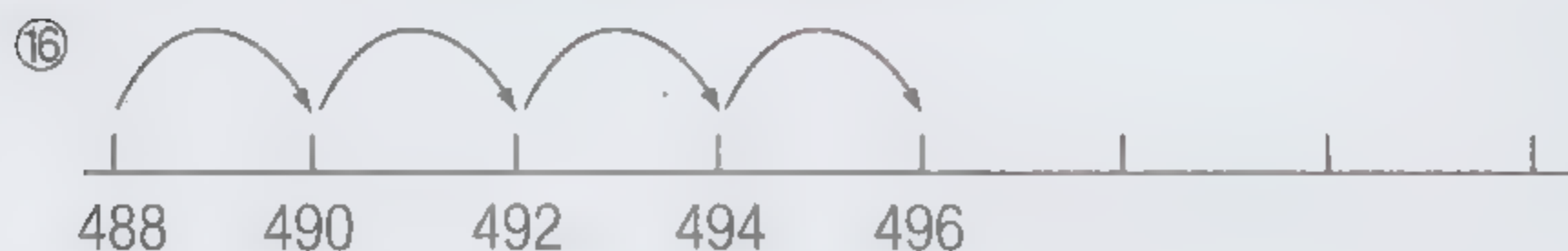


See how many apples were sold in the past three days. Write the numbers. Then answer the questions.

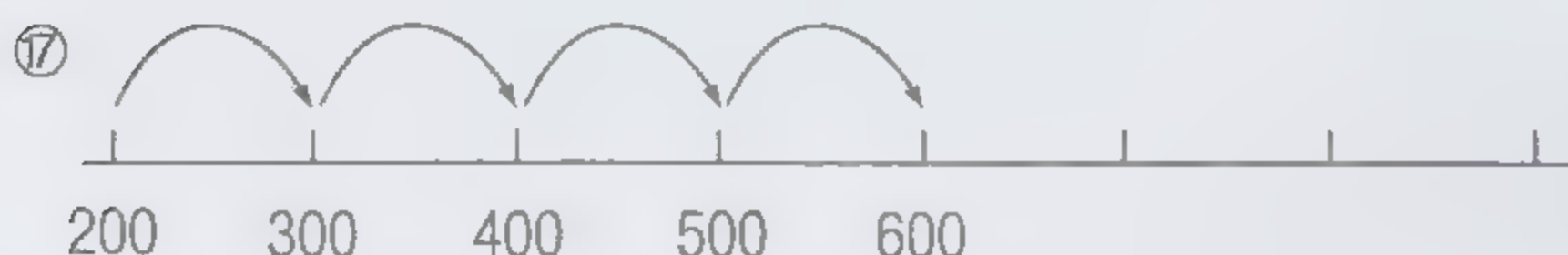


- ⑬ On which day were the most apples sold? _____
- ⑭ If 4 more apples will be sold on Thursday than on Wednesday, how many apples will be sold on Thursday? _____ apples
- ⑮ If 3 fewer apples will be sold on Friday than on Tuesday, how many apples will be sold on Friday? _____ apples

Follow the patterns to draw arrows and write the numbers. Then fill in the blanks to tell how to skip count.



Count by _____'s.



Count by _____'s.

Tell how to skip count in each group. Then write the next 5 numbers.

⑱ 425, 450, 475, 500, 525

Count by _____'s: _____

⑲ 700, 710, 720, 730, 740

Count by _____'s: _____

⑳ 690, 695, 700, 705, 710

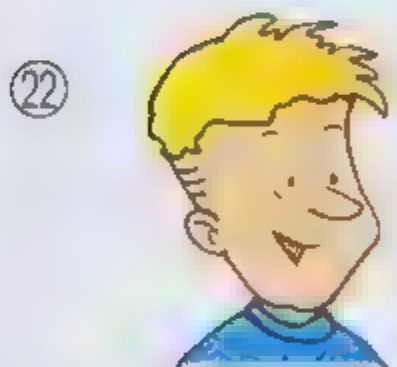
Count by _____'s: _____

Answer the questions.



㉑ *What are the greatest and the least 3-digit numbers?*

_____ ; _____



㉒ *What are the next five numbers after 398?*



㉓ *Write 5 numbers that are greater than 388 but smaller than 436.*

㉔ *How many 3-digit numbers can be formed with these balls? What are they?*



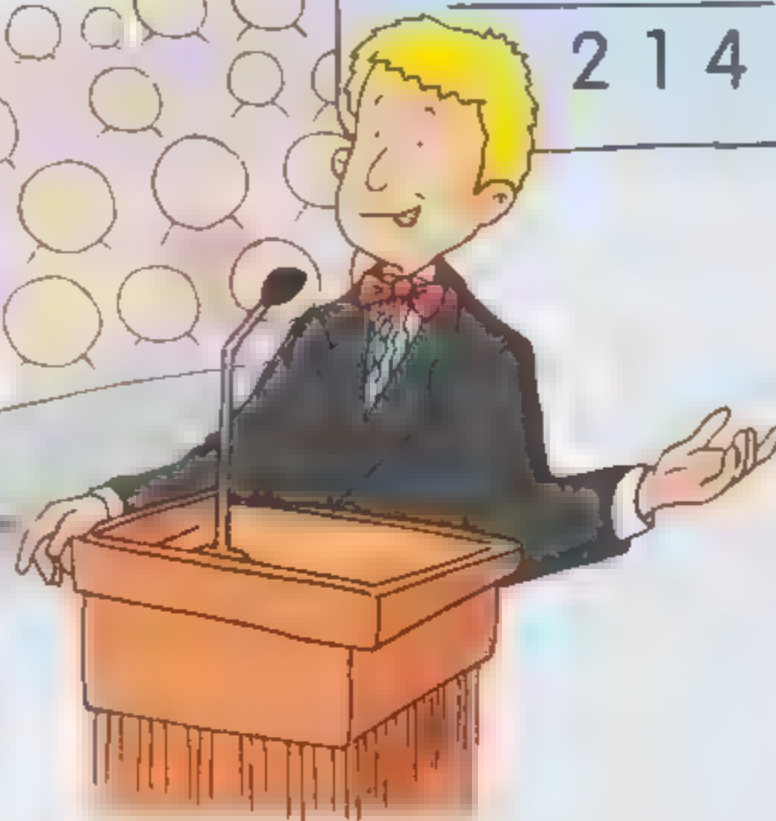
Addition and Subtraction of 3-Digit Numbers (1)

- Add 3-digit numbers with or without grouping.
- Subtract 3-digit numbers with or without borrowing.

No. of Audience Members:

1	1			
	8	9	Adults	
+	1	2	5	Children
<hr/>				
2	1	4	in all	

I welcome all 214 of you tonight.



Do the addition.

①
$$\begin{array}{r} 234 \\ + 105 \\ \hline \end{array}$$

②
$$\begin{array}{r} 216 \\ + 483 \\ \hline \end{array}$$

③
$$\begin{array}{r} 411 \\ + 84 \\ \hline \end{array}$$

④
$$\begin{array}{r} 653 \\ + 114 \\ \hline \end{array}$$

⑤
$$\begin{array}{r} 521 \\ + 47 \\ \hline \end{array}$$

⑥
$$\begin{array}{r} 65 \\ + 103 \\ \hline \end{array}$$

⑦ $712 + 124 = \underline{\hspace{2cm}}$

⑧ $335 + 161 = \underline{\hspace{2cm}}$

⑨ $188 + 210 = \underline{\hspace{2cm}}$

⑩ $427 + 402 = \underline{\hspace{2cm}}$

Find the answers. Then match the socks with the correct drawers. Write the letters.

⑪
$$\begin{array}{r} \text{A} \\ 224 \\ + 224 \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{B} \\ 205 \\ + 183 \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{C} \\ 73 \\ + 315 \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{D} \\ 157 \\ + 340 \\ \hline \end{array} = \underline{\hspace{2cm}}$$

Answers greater than 450

Answers smaller than 450

Do the addition.

$$\begin{array}{r} \textcircled{12} \quad \quad \bigcirc \\ 327 \\ + 459 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad \quad \bigcirc \\ 436 \\ + 127 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad \quad \bigcirc \bigcirc \\ \quad 85 \\ + 516 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad \quad \bigcirc \bigcirc \\ 652 \\ + 149 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{16} \quad \quad \bigcirc \bigcirc \\ 584 \\ + 266 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{17} \quad \quad \bigcirc \bigcirc \\ 298 \\ + 298 \\ \hline \end{array}$$

$$\textcircled{18} \quad 381 + 65 = \underline{\hspace{2cm}}$$

$$\textcircled{19} \quad 289 + 350 = \underline{\hspace{2cm}}$$

$$\textcircled{20} \quad 743 + 79 = \underline{\hspace{2cm}}$$

$$\textcircled{21} \quad 157 + 644 = \underline{\hspace{2cm}}$$

$$\textcircled{22} \quad 329 + 165 = \underline{\hspace{2cm}}$$

$$\textcircled{23} \quad 590 + 286 = \underline{\hspace{2cm}}$$

Find the answers. Match the toys with the boxes that have the same answers. Write the letters.

$$\textcircled{24} \quad \textcircled{A} \quad 363 + 174 = \underline{\hspace{2cm}} \quad \text{Octopus}$$

$$\textcircled{B} \quad 92 + 139 = \underline{\hspace{2cm}} \quad \text{Airplane}$$

$$\textcircled{C} \quad 402 + 88 = \underline{\hspace{2cm}} \quad \text{Car}$$

$$\textcircled{D} \quad 246 + 309 = \underline{\hspace{2cm}} \quad \text{Dinosaur}$$

$$\textcircled{E} \quad 465 + 137 = \underline{\hspace{2cm}} \quad \text{Doll}$$

$$\textcircled{F} \quad 203 + 48 = \underline{\hspace{2cm}} \quad \text{Robot 1}$$

$$\textcircled{G} \quad 159 + 159 = \underline{\hspace{2cm}} \quad \text{Robot 2}$$



Solve the problems.

③⑥ Tim has 245 marbles and George has 173 marbles.

a. How many marbles do the boys have in all?

_____ marbles

b. How many more marbles does Tim have than George?

_____ more

③⑦ Lucy has 318 stickers. Katie has 57 fewer stickers than Lucy.

a. How many stickers does Katie have?

_____ stickers

b. How many stickers do the girls have in all?

_____ stickers

③⑧ Look at Mrs. Cowan's gifts.

a. What is the price difference between the gifts?

\$ _____

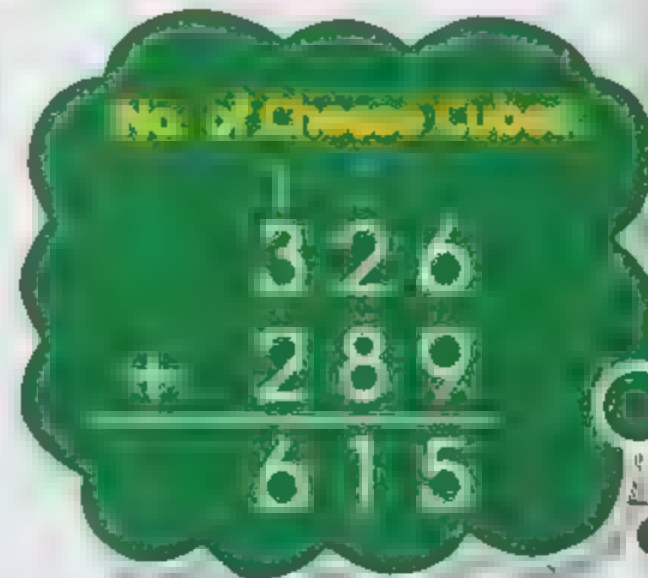
b. What is the total cost of the gifts?

\$ _____

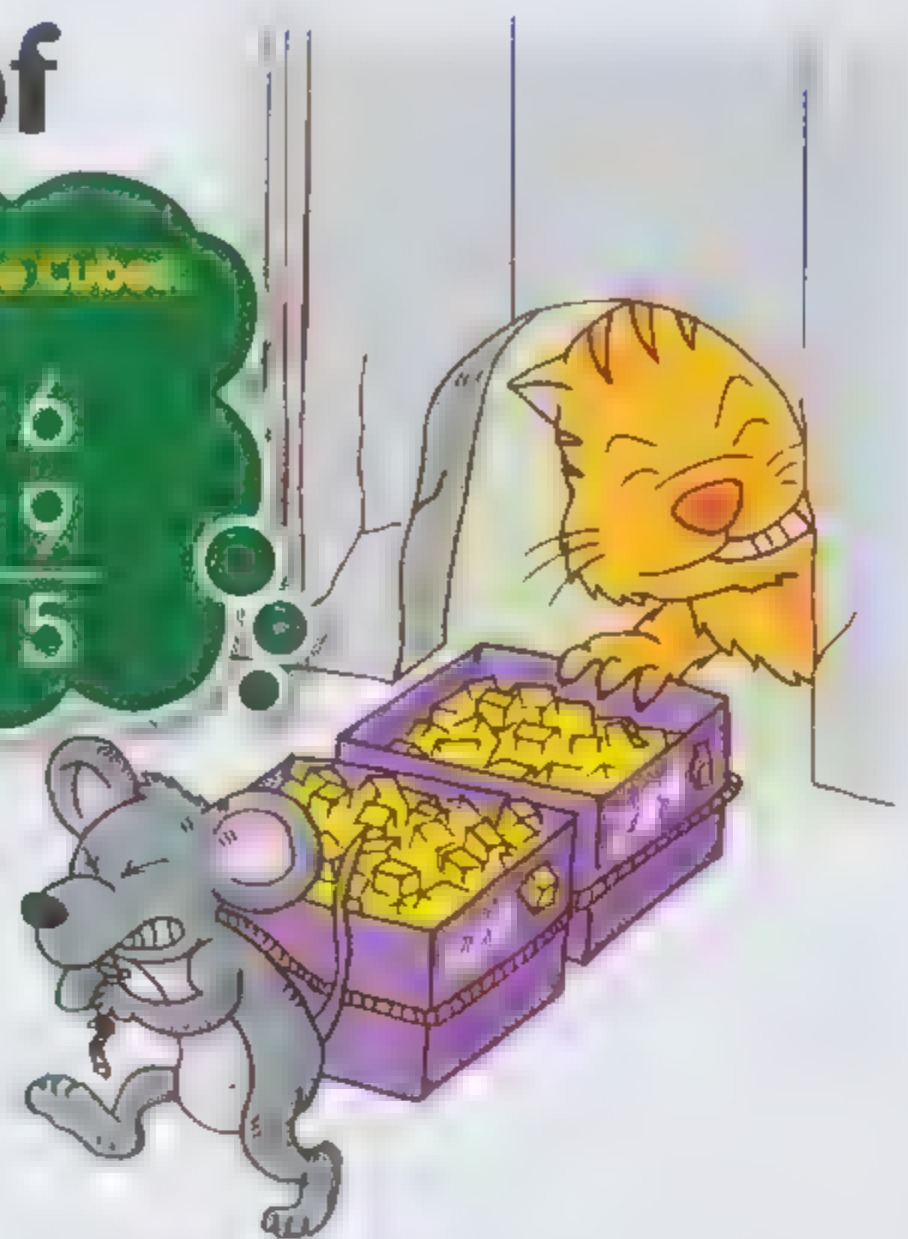


Addition and Subtraction of 3-Digit Numbers (2)

- Add and subtract 3-digit numbers.
- Check and estimate answers.
- Understand the relationship between addition and subtraction.
- Solve word problems.



I can move 615 cheese cubes.



Add or subtract.

$$\begin{array}{r} \textcircled{1} \quad 324 \\ + 183 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 463 \\ + 287 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 506 \\ - 277 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 984 \\ - 399 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 721 \\ - 468 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 374 \\ + 533 \\ \hline \end{array}$$

$$\textcircled{7} \quad 65 + 708 = \underline{\hspace{2cm}}$$

$$\textcircled{8} \quad 217 - 94 = \underline{\hspace{2cm}}$$

Do the subtraction. Then check the answers.

$$\begin{array}{r} \textcircled{9} \quad 524 \\ - 162 \\ \hline \end{array}$$

Check

$$+ \underline{\hspace{2cm}}$$

$$\begin{array}{r} \textcircled{10} \quad 200 \\ - 154 \\ \hline \end{array}$$

Check

$$+ \underline{\hspace{2cm}}$$

$$\begin{array}{r} \textcircled{11} \quad 405 \\ - 173 \\ \hline \end{array}$$

Check

$$+ \underline{\hspace{2cm}}$$

$$\begin{array}{r} \textcircled{12} \quad 371 \\ - 318 \\ \hline \end{array}$$

Check

$$+ \underline{\hspace{2cm}}$$

Round each number to the nearest hundred. Estimate. Then find the exact answer.

⑬

	Estimate
$\begin{array}{r} 394 \\ + 219 \\ \hline \end{array}$	$\begin{array}{r} 400 \\ + 200 \\ \hline \end{array}$

⑭

	Estimate
$\begin{array}{r} 706 \\ + 92 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$

⑮

	Estimate
$\begin{array}{r} 827 \\ - 183 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$

⑯

	Estimate
$\begin{array}{r} 586 \\ - 328 \\ \hline \end{array}$	$\underline{\hspace{2cm}}$

Find the sum and difference for each pair of numbers.

⑰

319	254
Sum	Difference



⑱

608	73
Sum	Difference



⑲

Sum	Difference
	

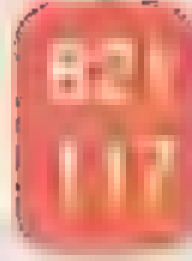
⑳

Sum	Difference
	

㉑

Sum	Difference
	

㉒

Sum	Difference
	

Relating addition and subtraction:

$125 + 239 = 364$

$364 - 125 = 239$

$239 + 125 = 364$

$364 - 239 = 125$

*125, 239, and 364
are in a family.*



Use the given number sentences to find the answers.

②③ $84 + 237 = 321$

a. $237 + 84 = \underline{\hspace{2cm}}$

b. $321 - 84 = \underline{\hspace{2cm}}$

②④ $503 - 276 = 227$

a. $227 + 276 = \underline{\hspace{2cm}}$

b. $503 - 227 = \underline{\hspace{2cm}}$

②⑤ $413 - 165 = 248$

a. $165 + 248 = \underline{\hspace{2cm}}$

b. $413 - 248 = \underline{\hspace{2cm}}$

②⑥ $188 + 547 = 735$

a. $547 + 188 = \underline{\hspace{2cm}}$

b. $735 - 547 = \underline{\hspace{2cm}}$

Help the children complete their tables. Then fill in the blanks.

②⑦

Tina's Score



	1st Round	2nd Round	Total
A	263 points	points	503 points
B	177 points	413 points	points
C	points	316 points	497 points

②⑧

Matthew's Score



	1st Round	2nd Round	Total
A	points	164 points	471 points
B	525 points	76 points	points
C	367 points	points	604 points



*I got my highest score
in _____.*

*I got my highest score
in _____.*



Solve the problems.

- 29 How many pepperoni pizzas were sold on Monday and Tuesday?

_____ = _____
 _____ pepperoni pizzas

- 30 How many vegetarian pizzas were sold on Monday and Tuesday?

_____ = _____
 _____ vegetarian pizzas

- 31 79 small vegetarian pizzas were sold on Monday. How many large vegetarian pizzas were sold on that day?

_____ = _____
 _____ large vegetarian pizzas

- 32 How many more vegetarian pizzas than pepperoni pizzas were sold on Tuesday?

_____ = _____
 _____ more

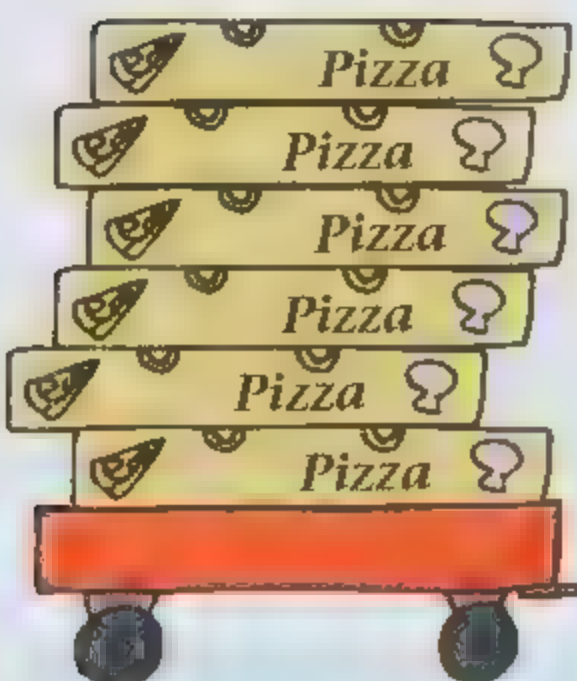
No. of Pizzas Sold		
	Pepperoni	Vegetarian
MON	218	182
TUE	174	203



We have pizzas in 2 sizes: large and small.

- 33 I have 154 slices of pizza. If I give 68 slices to my friends, how many slices of pizza will I have left?

_____ = _____
 _____ slices of pizza



See, we are both
about 1 m tall.

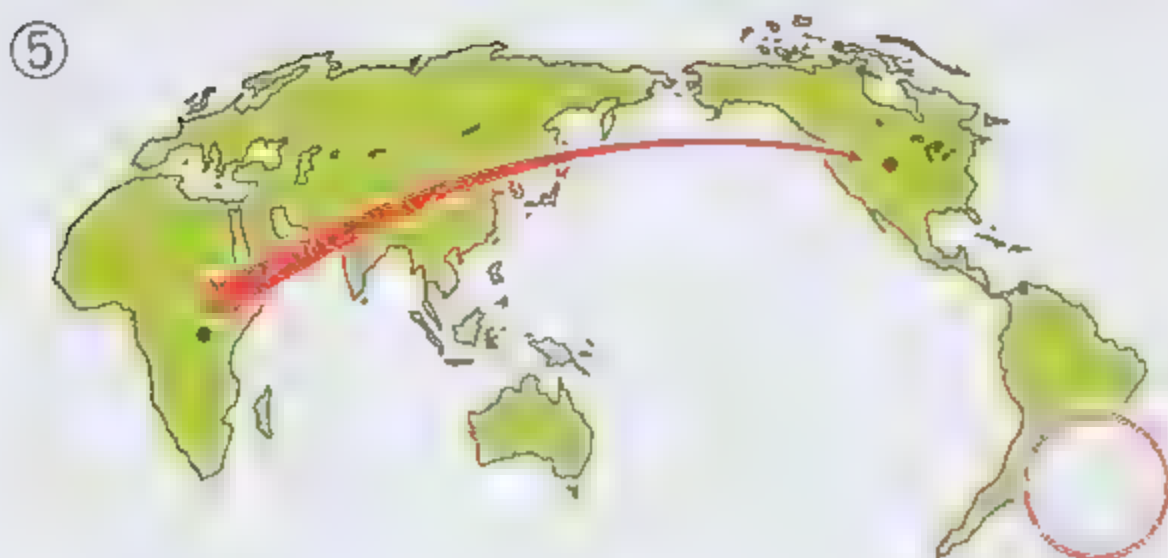
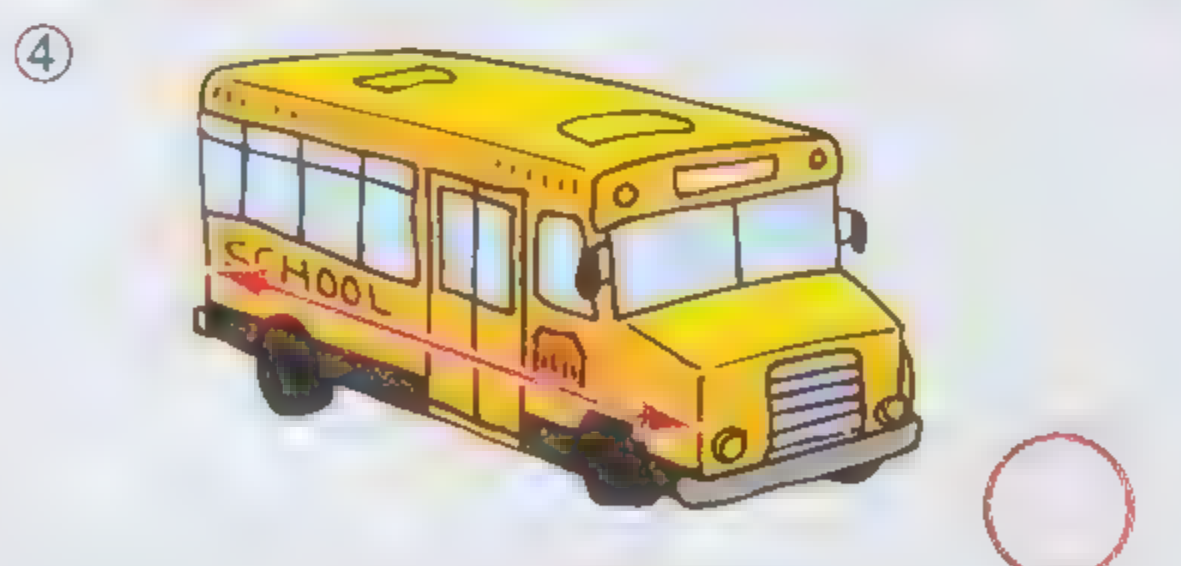
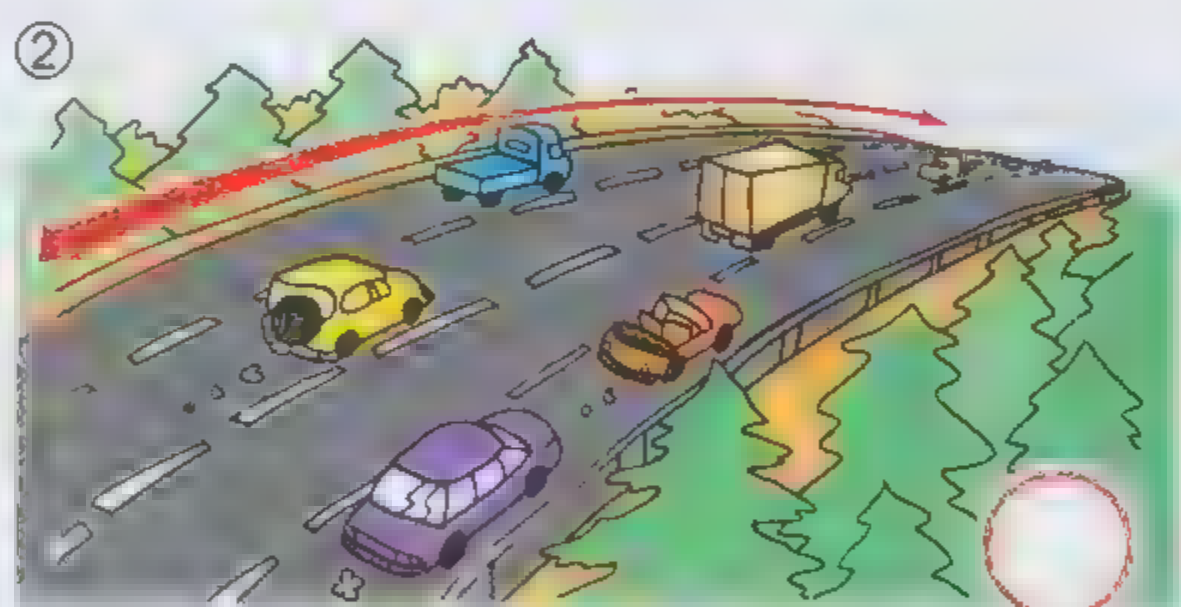
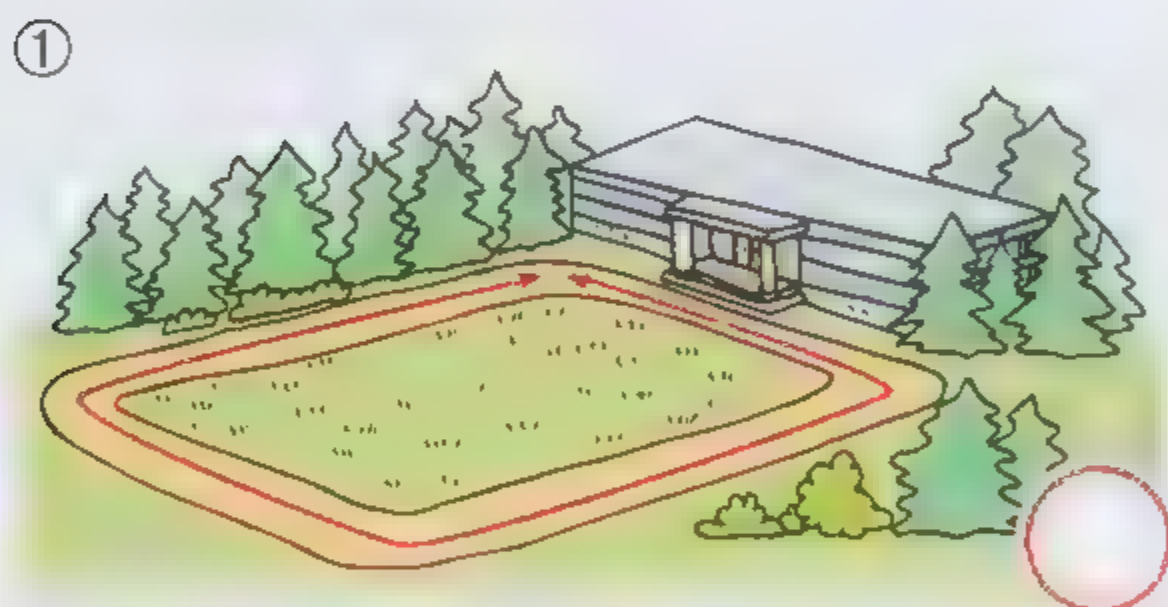
You're not quite 1 m tall.

Length and Distance


- Estimate, measure, and record length, height, and distance, using standard units such as centimetre, metre, and kilometre.
- Choose the most appropriate standard unit to measure length, height, and distance.
- Compare and order objects, using attributes measured in centimetres and metres.



Choose the best units to do the measurement.
Write "km", "m", or "cm" in the circles.



Fill in the blanks with "km", "m", or "cm" to complete the sentences.

⑦  The length of a ball of yarn is about 36 ____.

⑧  The thickness of a book is about 3 ____.

⑨ The distance between Toronto and New York is about 550 ____.

⑩ Uncle Tim is shorter than 2 ____.

⑪ Lucy found an earthworm in her backyard. It was about 12 ____ long.

Estimate the length of each line. Then measure and record the actual measurement. Use the given words if needed.

⑫


A

B

C

D

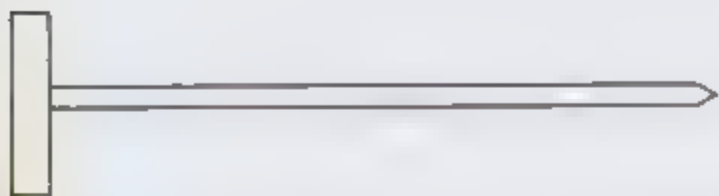
a bit longer/shorter than



	Estimate	Actual
A	_____	_____
B	_____	_____
C	_____	_____
D	_____	_____

Measure and record the length or height of each thing. Then draw and record the measurement of each item.

13



about ____ long

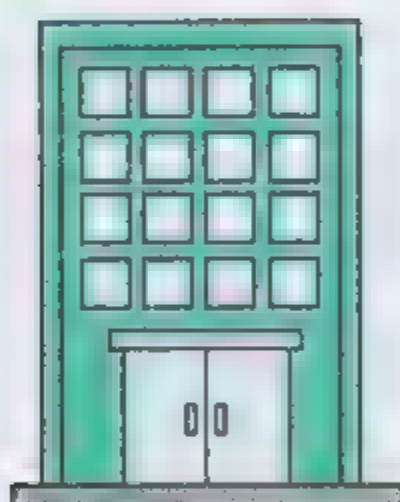
about ____ long

Draw a pencil that is 2 cm longer than the nail.



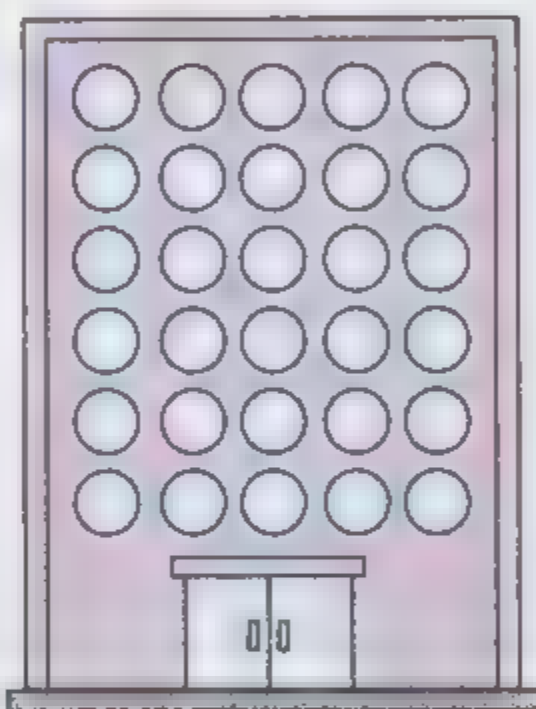
14

A



about ____ high

B



about ____ high

about ____ high



Draw a tree that is taller than A but shorter than B.

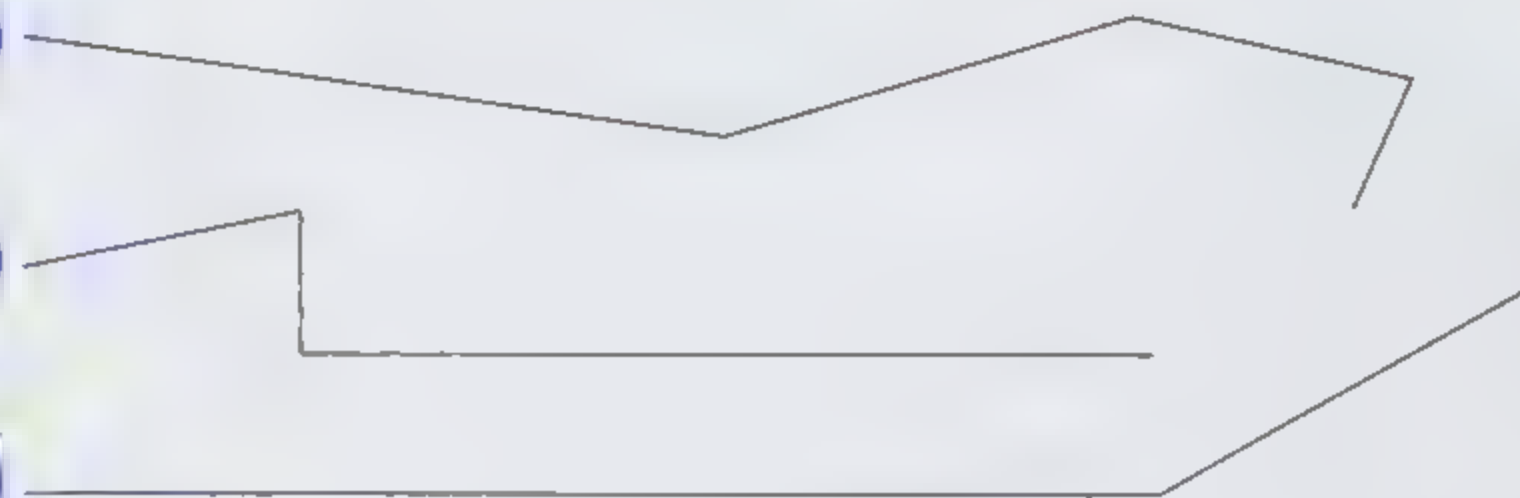
Measure and record the length of each line in centimetres.

15

A

B

C



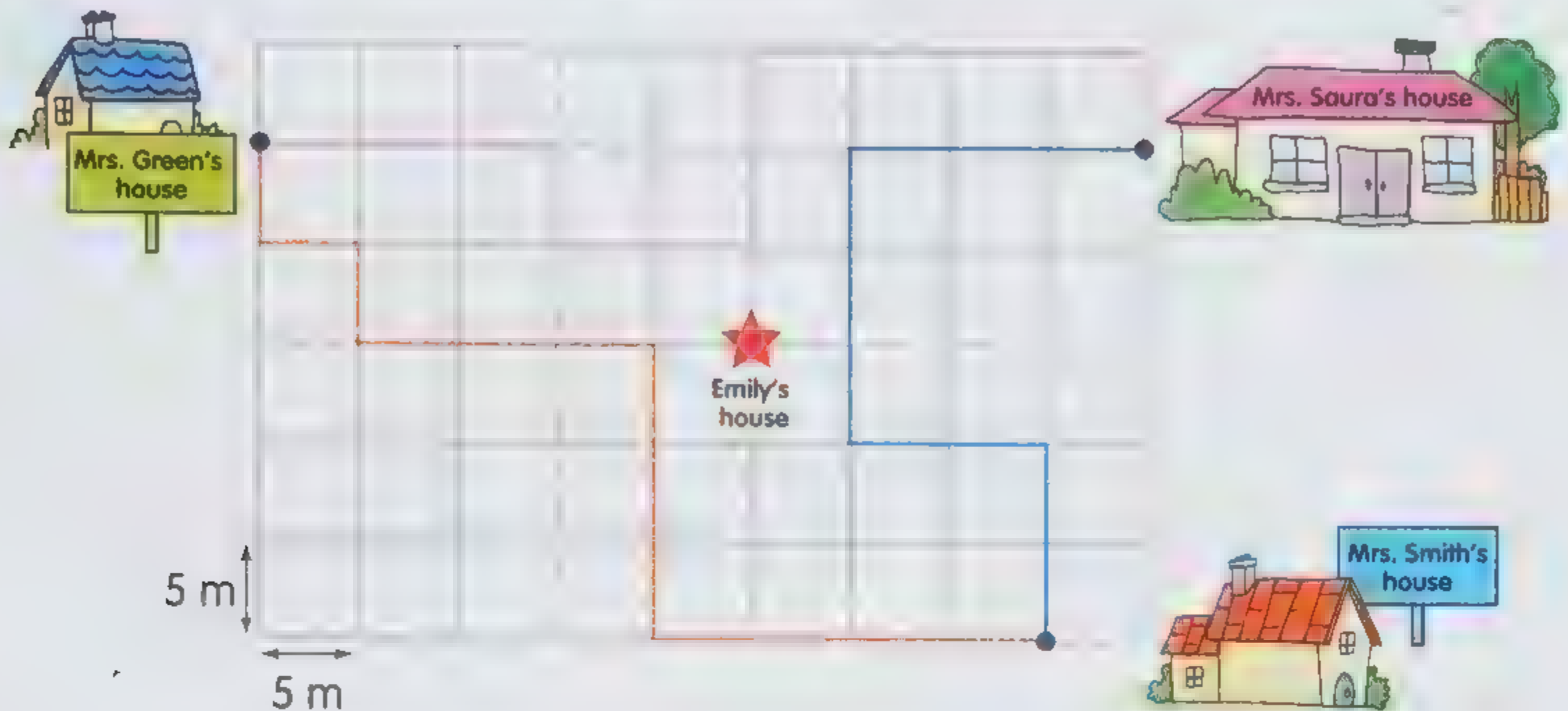
Length

A

B

C

Look at the diagram. Find the lengths of the routes. Then draw lines on the diagram and answer the questions.



- ⑩ a. From Mrs. Green's house to Mrs. Saura's house: _____ m
 b. From Mrs. Green's house to Mrs. Smith's house: _____ m
 c. From Mrs. Saura's house to Mrs. Smith's house: _____ m

- ⑪ a. *Use a red pen to draw a new route on the diagram to show Mrs. Green the shortest route she can take from her house to Mrs. Saura's house.*



- b. The length of the route is _____ m.

- ⑫ a. *Use a green pen to draw a new route on the diagram to show Mrs. Smith the shortest route she can take from her house to Mrs. Saura's house.*



- b. The length of the route is _____ m.

- ⑬ *I want to visit the lady that lives closest to me. Who am I going to visit?*



Perimeter and Area

- Understand the meaning of perimeter and area.
- Estimate, measure, and record the perimeter of 2-D shapes.
- Estimate, measure, and record the area of shapes.

The perimeter of the mat is about 150 cm.

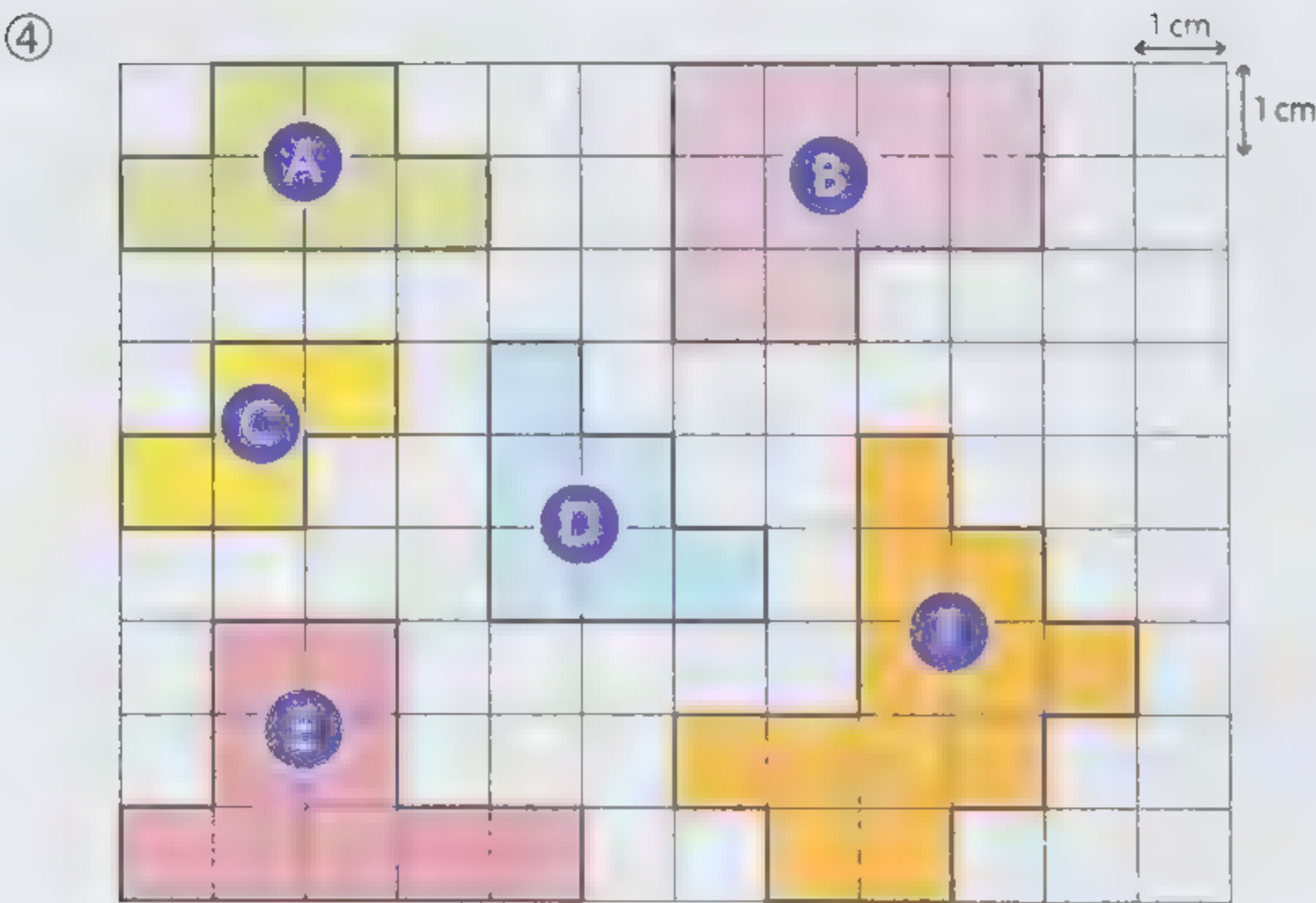
The area of the mat is about the same as the total of 9 tiles.



Use a red pen to trace the perimeter of each shape.



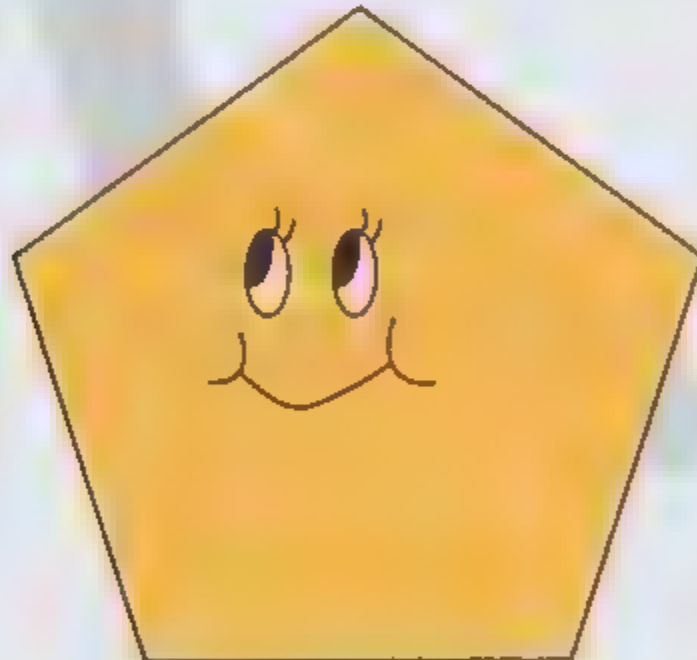
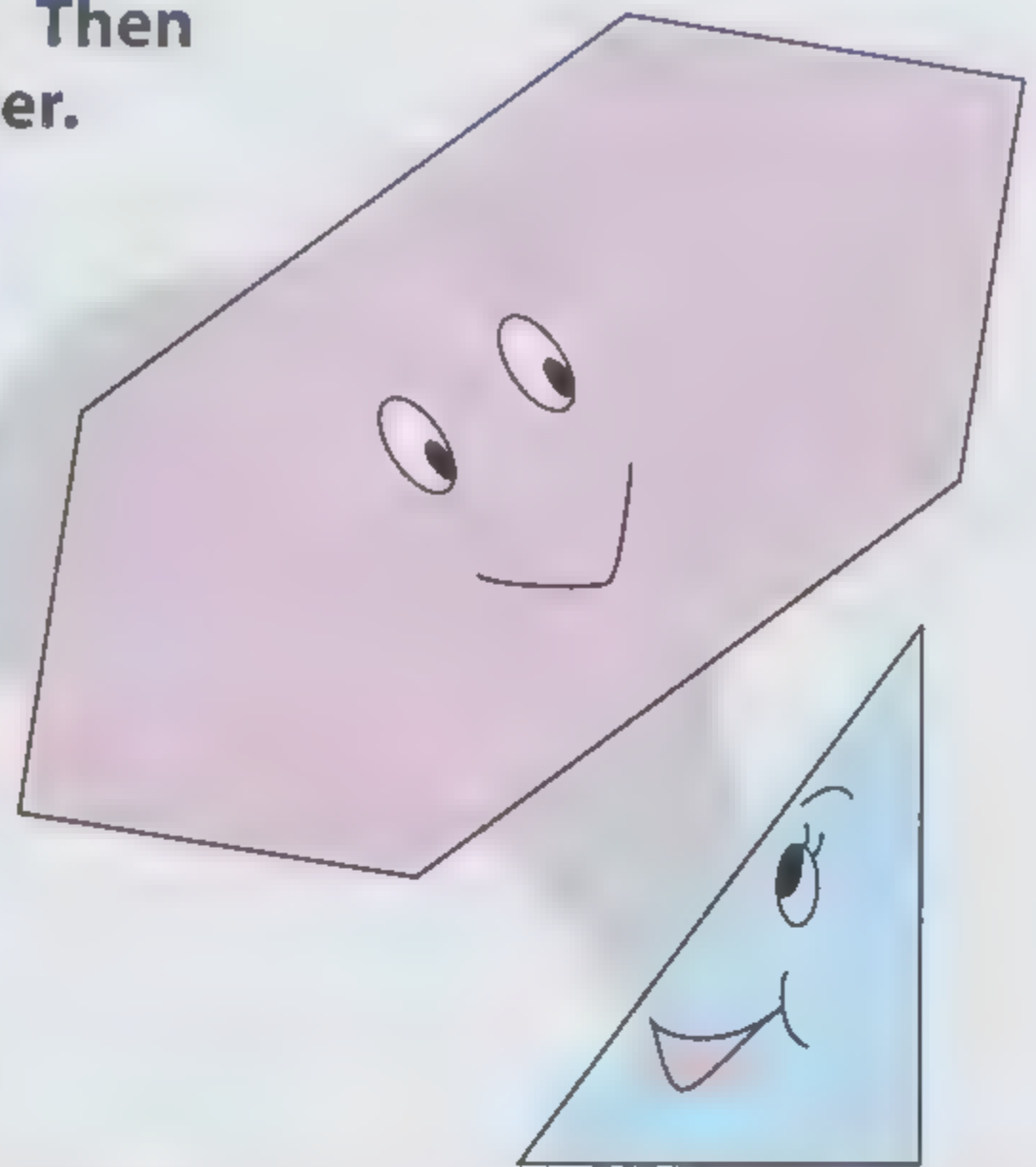
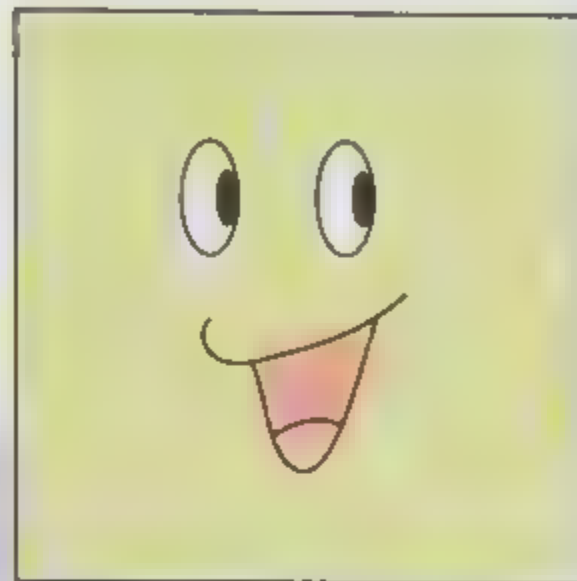
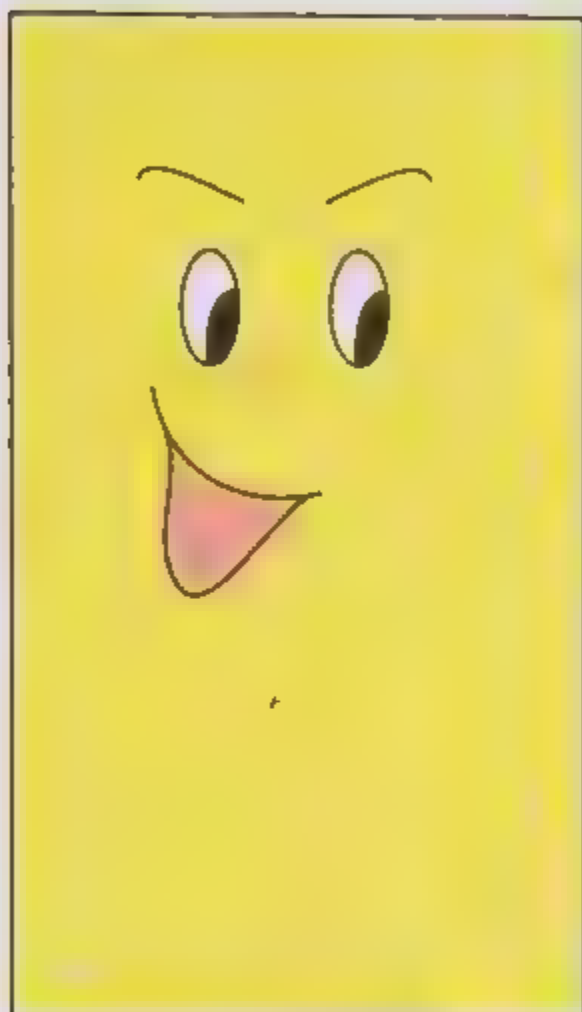
Find the perimeter of each shape.



	Perimeter
A	
B	
C	
D	
E	
F	

Estimate the perimeter of each shape. Then measure and record the actual perimeter.

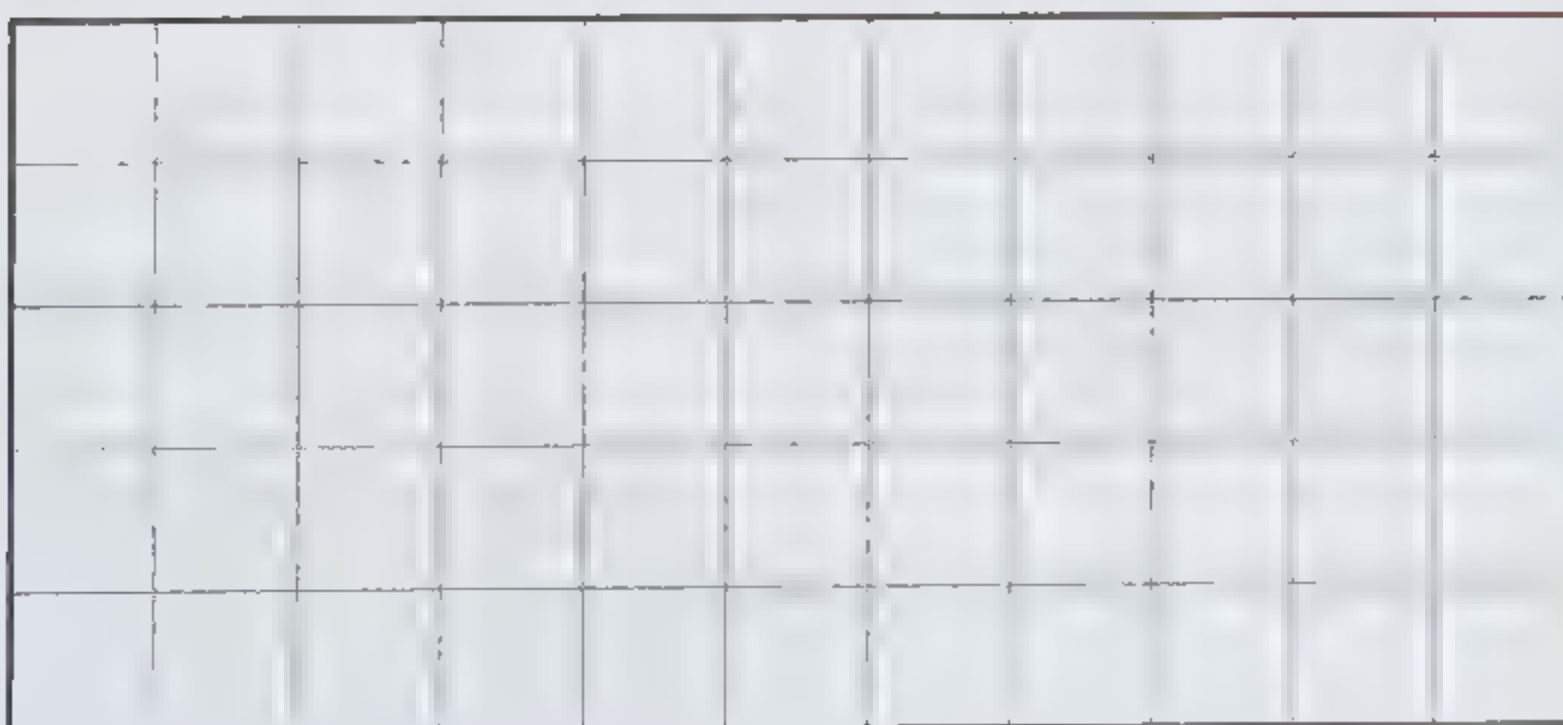
⑤



Perimeter Shape	Estimate	Actual
Square		
Hexagon		
Rectangle		
Pentagon		
Triangle		

Draw the shapes on the grid.


⑥



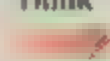
Draw a square with a perimeter of 12 cm and a rectangle with a perimeter of 14 cm.

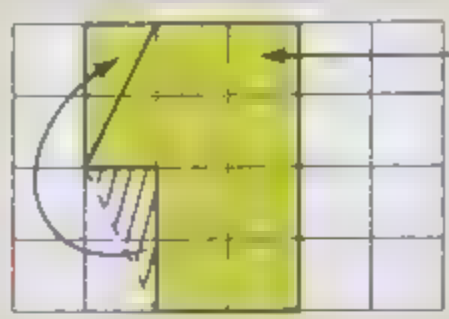


Combine the parts to find areas.



Think

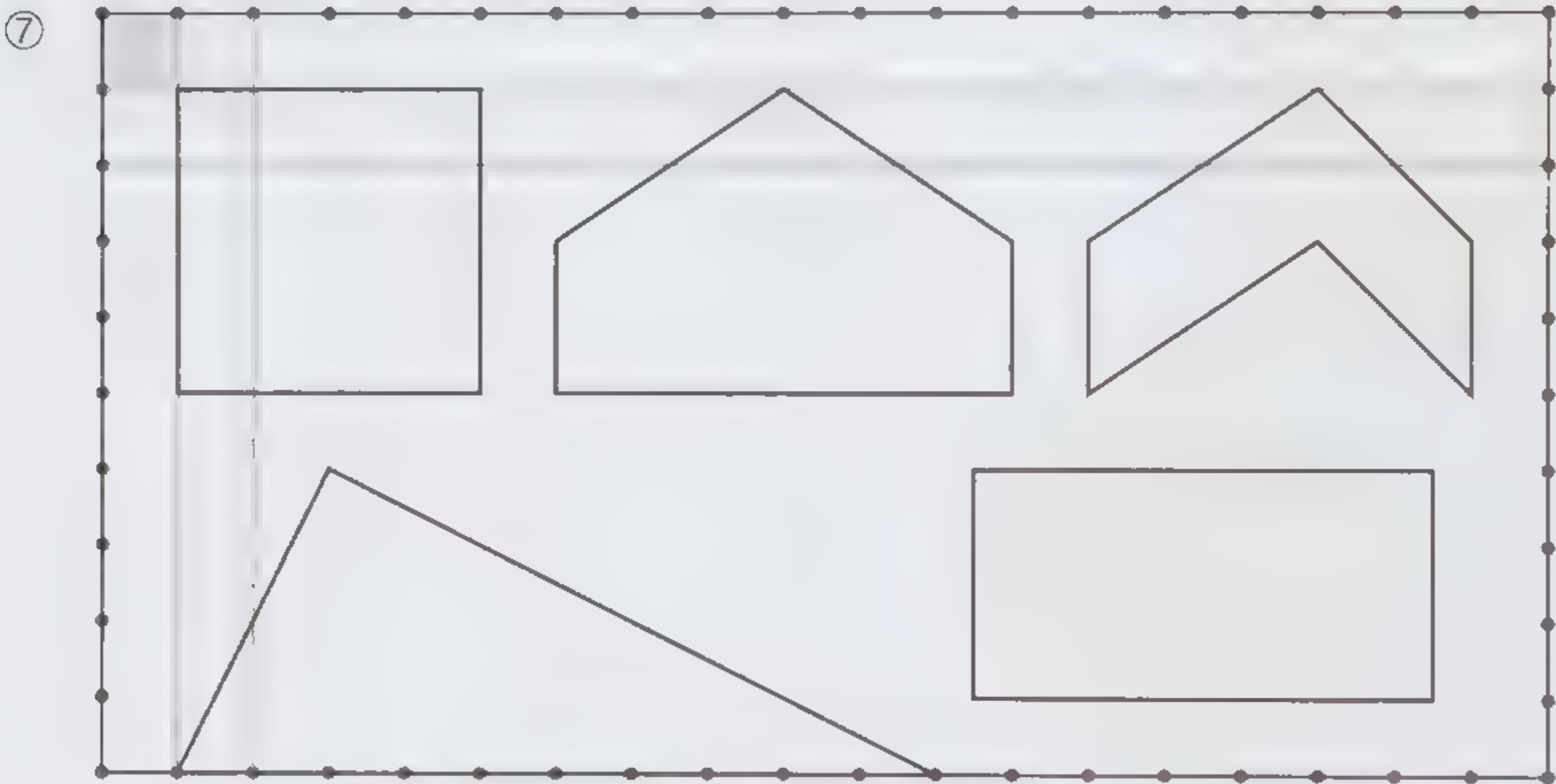




Take out the part with stripes and put it to a place that can form squares. Then count the number of squares in the combined figure.

The area of this figure is 10 .

Colour each figure. Draw lines to complete the grid. Estimate and find the area of each figure. Then answer the questions.



⑧

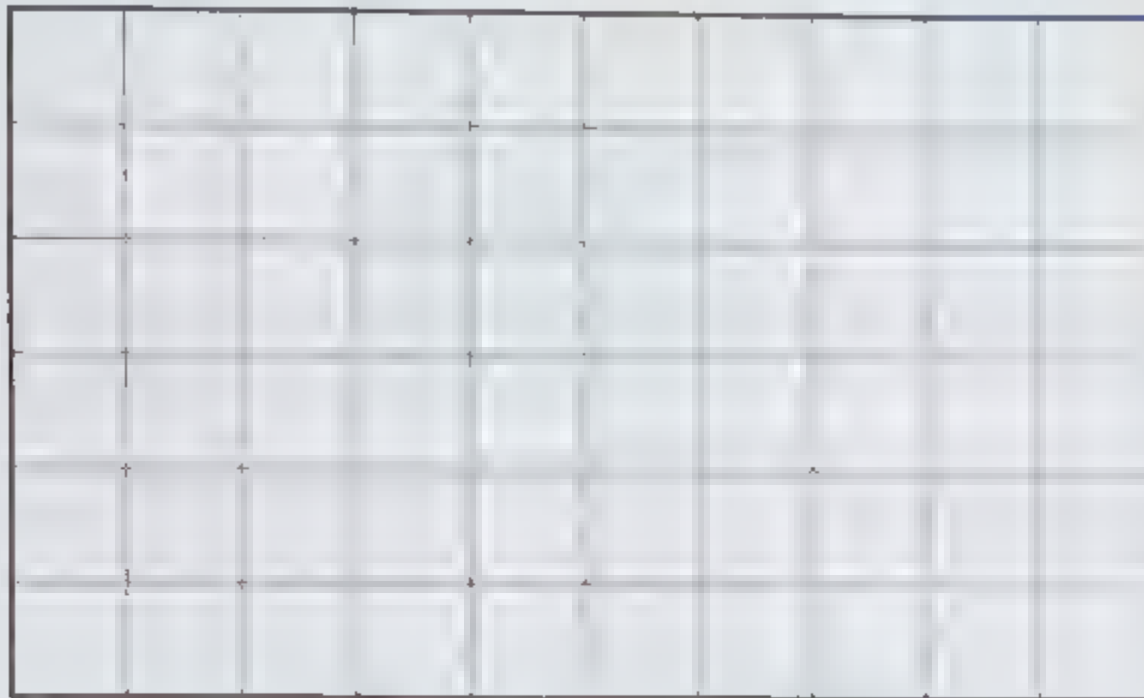
Figure	Area	Estimate	Actual
Square			
Pentagon			
Hexagon			
Triangle			
Rectangle			

⑨ Which figure has the greatest area?

⑩ If the square is cut into two identical triangles, what is the area of each triangle?

Draw the shapes on the grid.

⑪

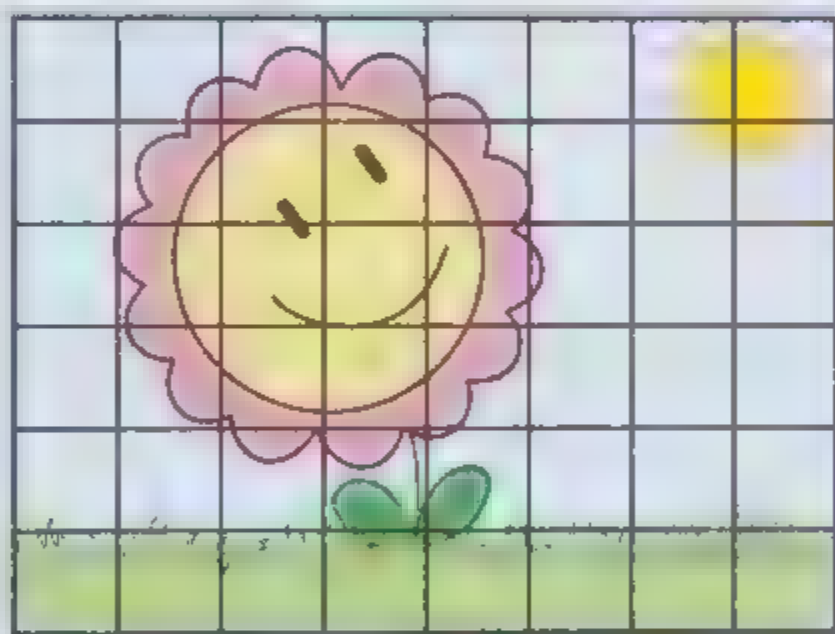


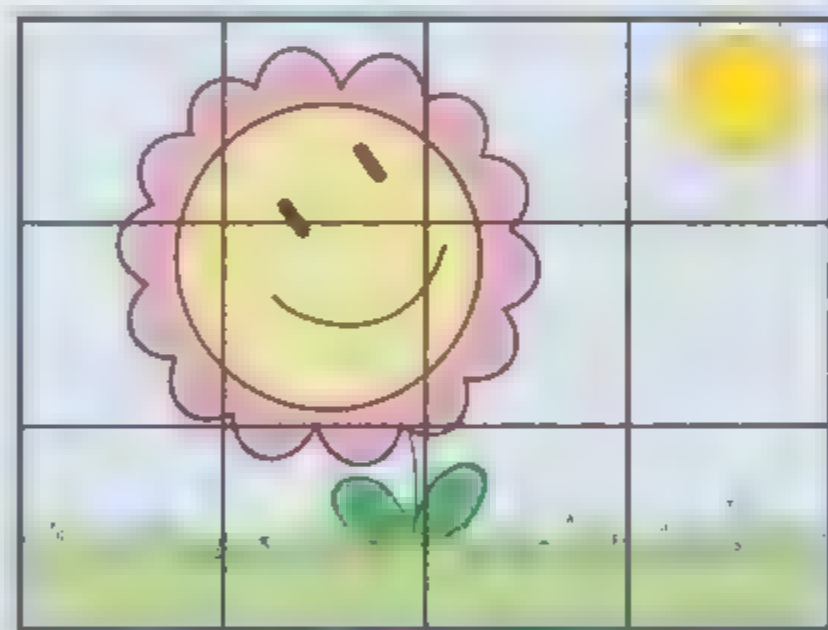
Draw a square with an area of 4 and a rectangle with an area of 15 .



The children used two different grids to measure the area of a placemat. Help them record the measurements. Then answer the questions.

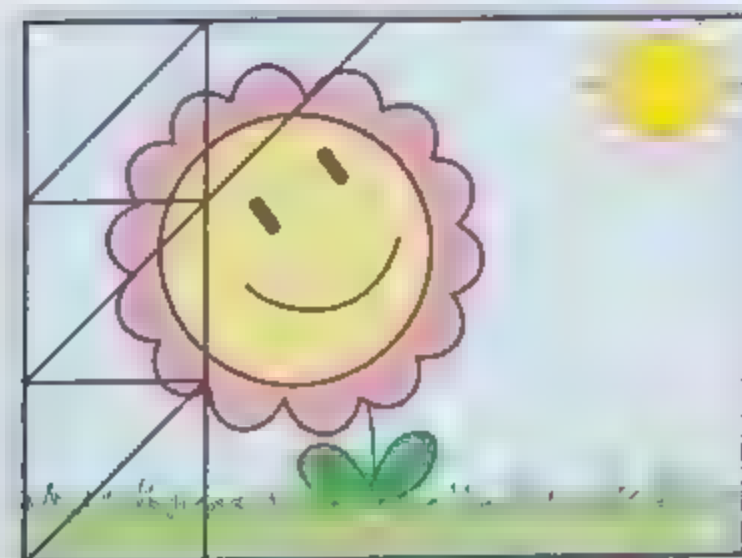
⑫



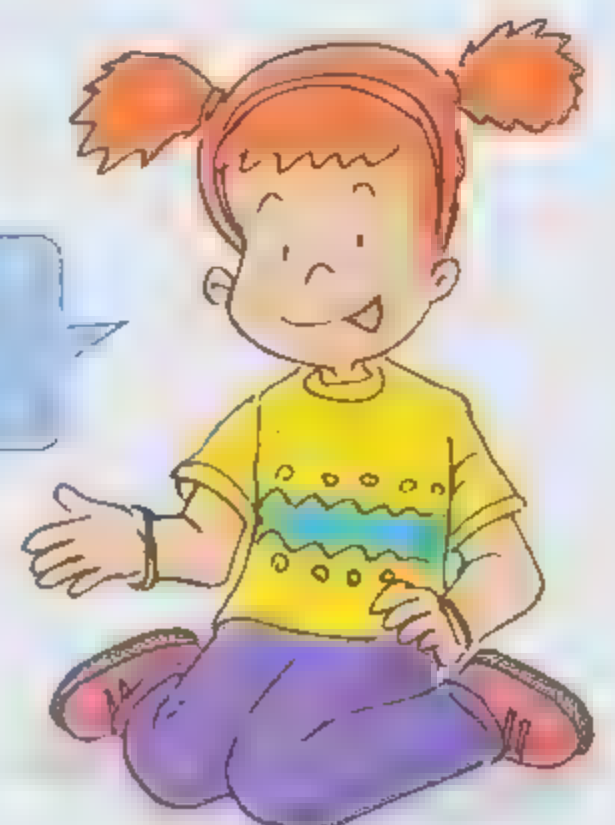


- ⑬ The greater the area of a unit is, the smaller / greater the number of units used to cover a surface.

⑭



How many triangles are needed to cover the placemat?

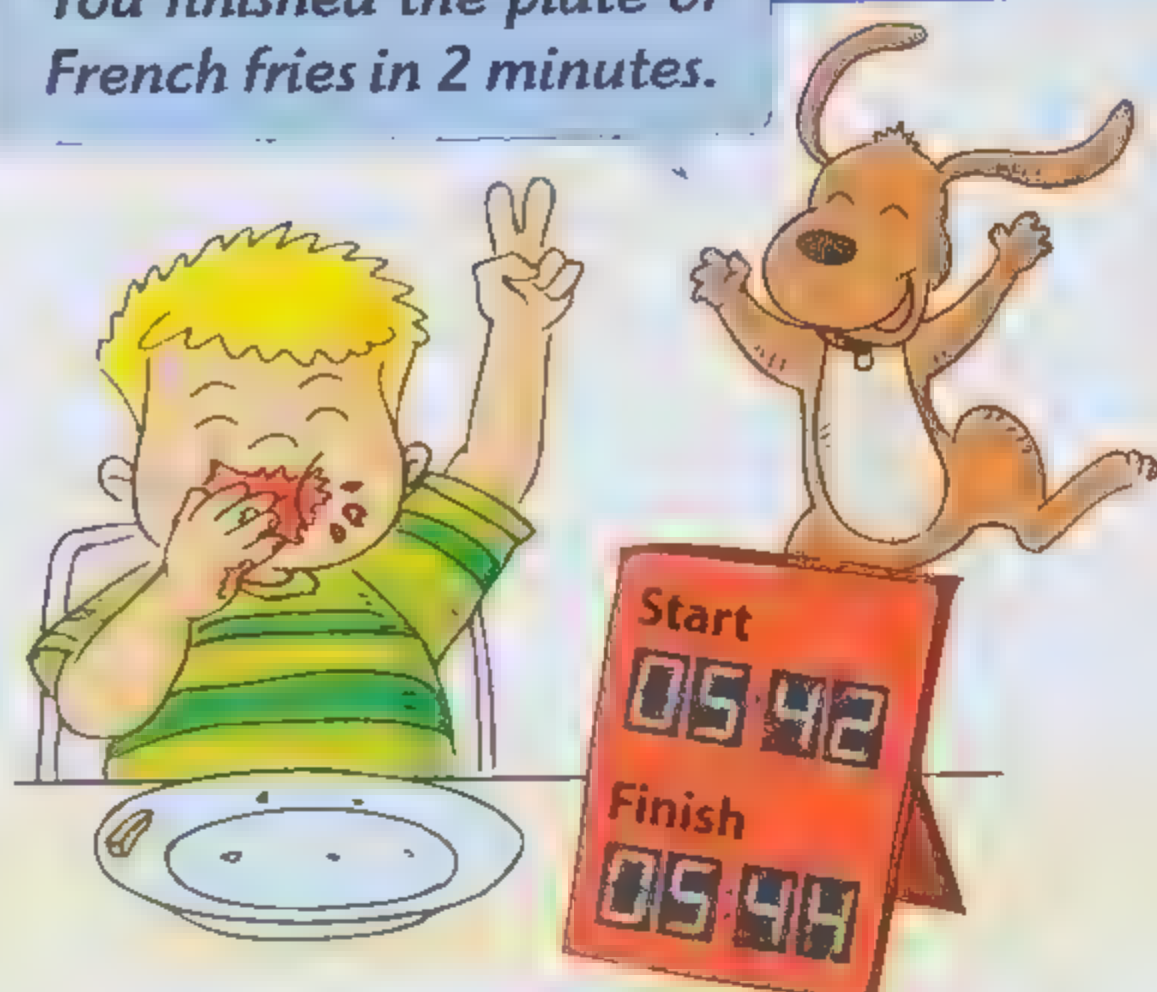




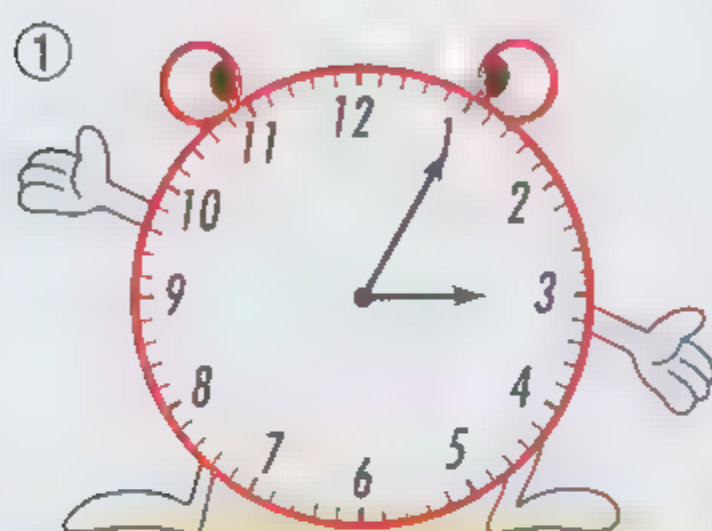
You finished the plate of French fries in 2 minutes.

Time and Temperature

- Read and write time in 12-hour notation.
- Find time intervals.
- Read water and air temperatures to the nearest degree Celsius.



Fill in the blanks to tell the times in 2 ways.



3 : _____

_____ min past 3



_____ : 40

20 min to _____



8 : _____

_____ min past 8

Tell the times in 2 ways.

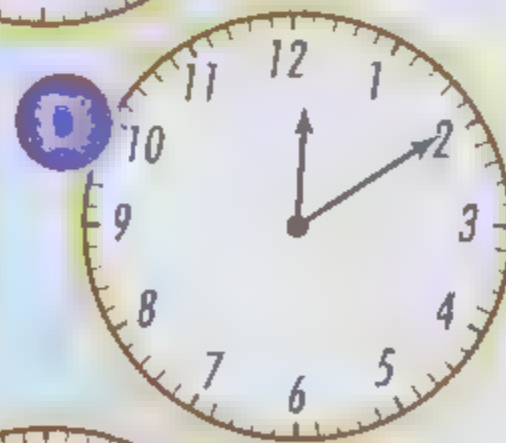
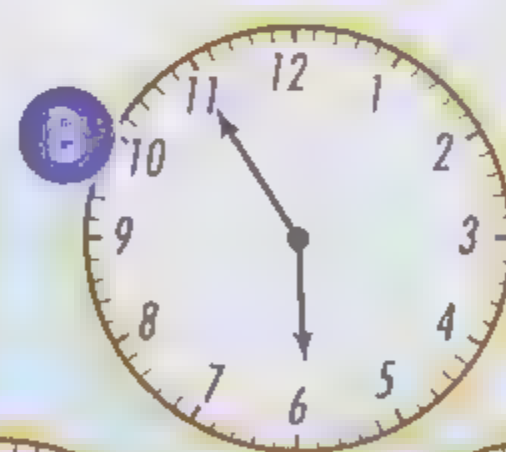
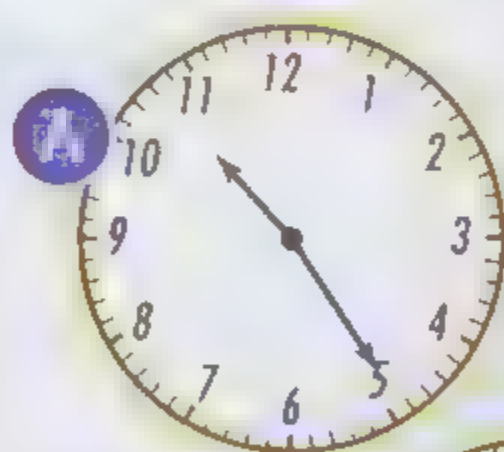
④ A _____ ;

B _____ ;

C _____ ; _____

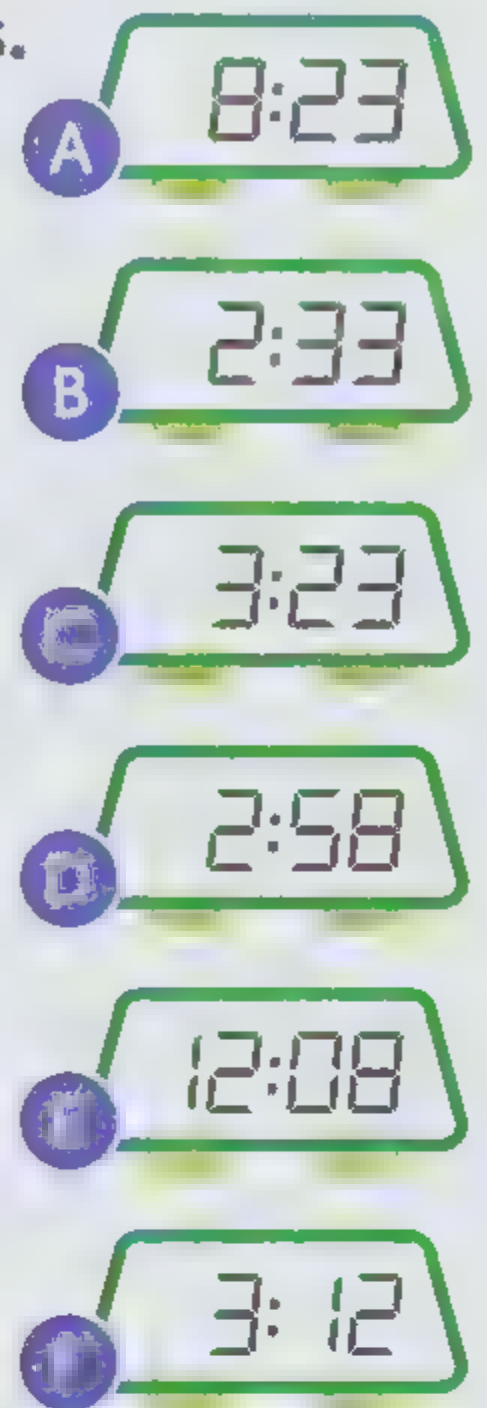
D _____ ; _____

E _____ ; _____



Match the clocks with the times in words. Write the letters.

- ⑤ _____ thirty-three minutes after two o'clock
 _____ twenty-three minutes after eight o'clock
 _____ twelve minutes after three o'clock
 _____ fifty-eight minutes after two o'clock
 _____ twenty-three minutes after three o'clock
 _____ *eight minutes after twelve o'clock*



Help Jason write the times to complete his schedule. Then put his activities in order from 1 to 5.

⑥

Get a haircut

☐ 10:27 (morning)

Watch a movie

☐ _____ (evening)

fifty-four minutes after five o'clock

Visit Grandma

☐ 8:13 (morning)

Jason

Go to the library

☐ _____ (afternoon)

thirty-two minutes after three o'clock

Have lunch with Peter

☐ _____ (afternoon)

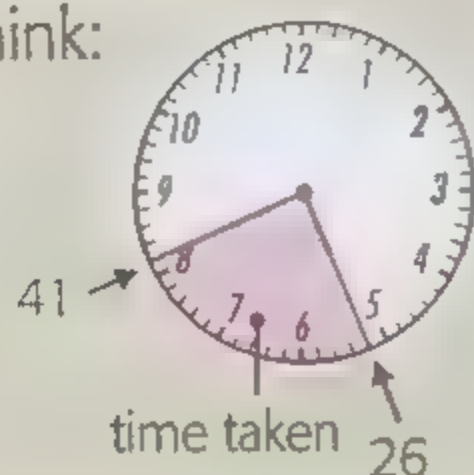
three minutes after twelve o'clock

You can use **subtraction** to find time intervals.

e.g.

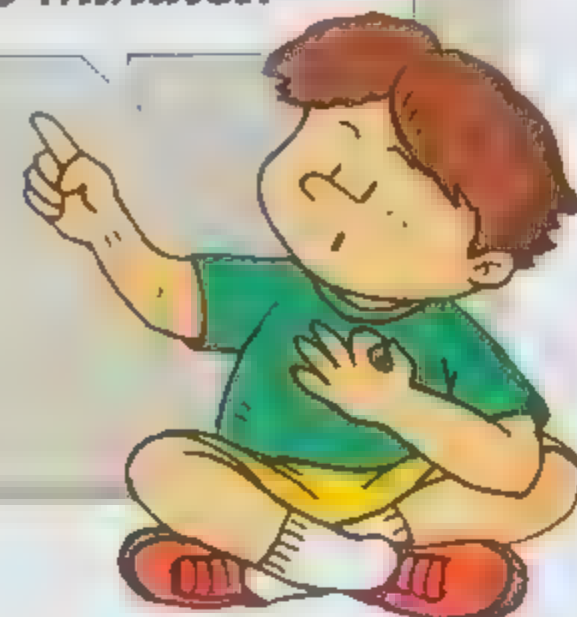


Think:



$$\begin{array}{r} 41 \\ - 26 \\ \hline 15 \end{array}$$

*The time interval
is 15 minutes.*



See how long it took each child to get to the library from home. Find the time taken. Then answer the question.

- ⑦ From **9:14** to **9:53**



*It took me _____ minutes to
walk to the library.*

—

- ⑧ From **11:08** to **11:21**



*It took me _____ minutes to
walk to the library.*

—

- ⑨ From **3:27** to **3:39**



*It took me _____ minutes to
ride my bicycle to the library.*

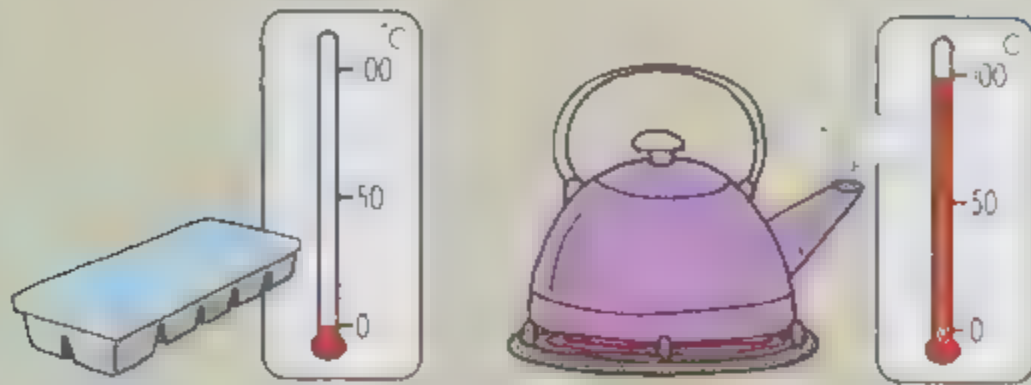
—

- ⑩ Who lives closest to the library?

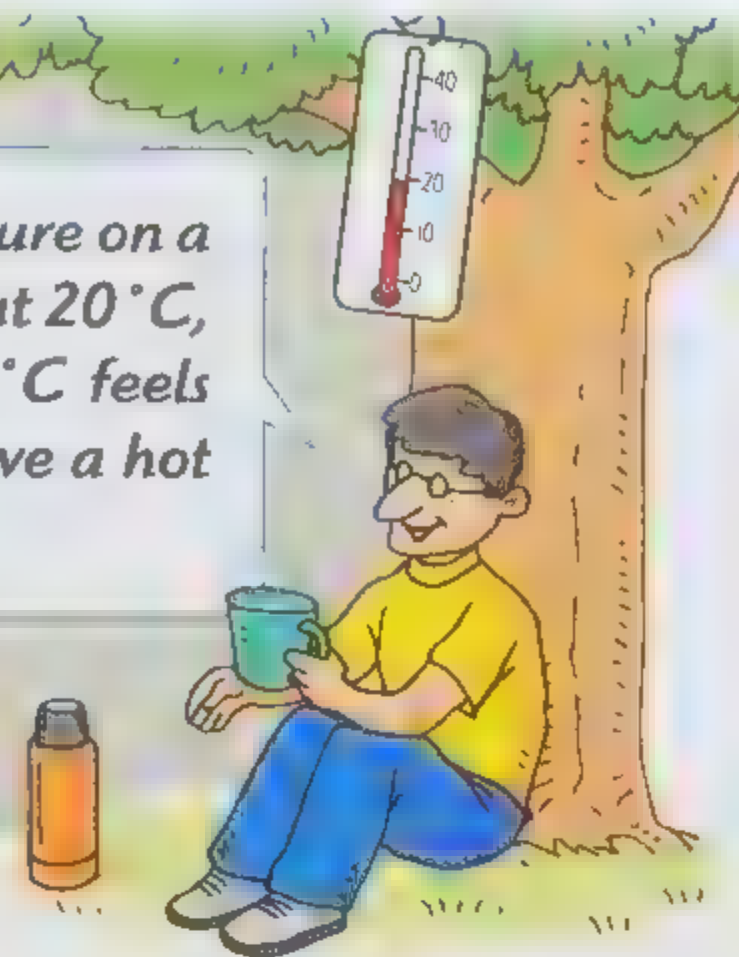
—

Water Temperature:

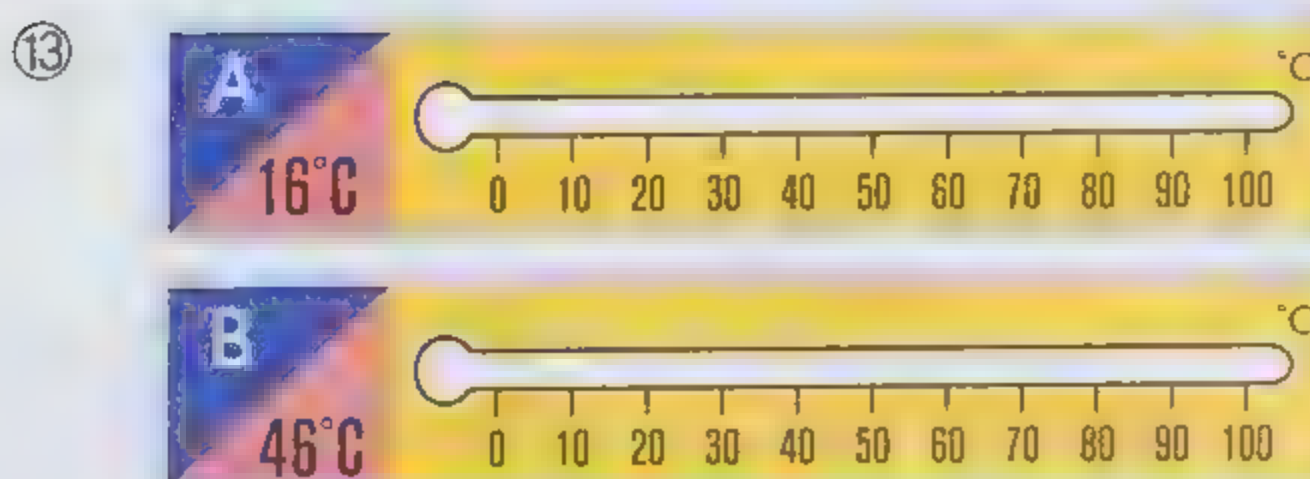
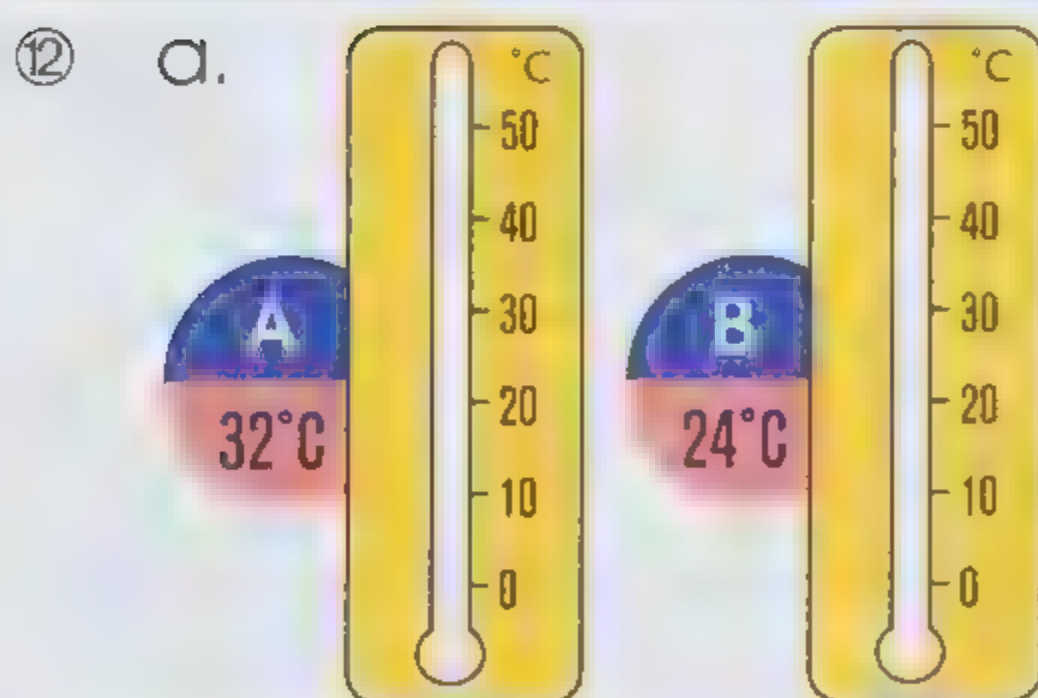
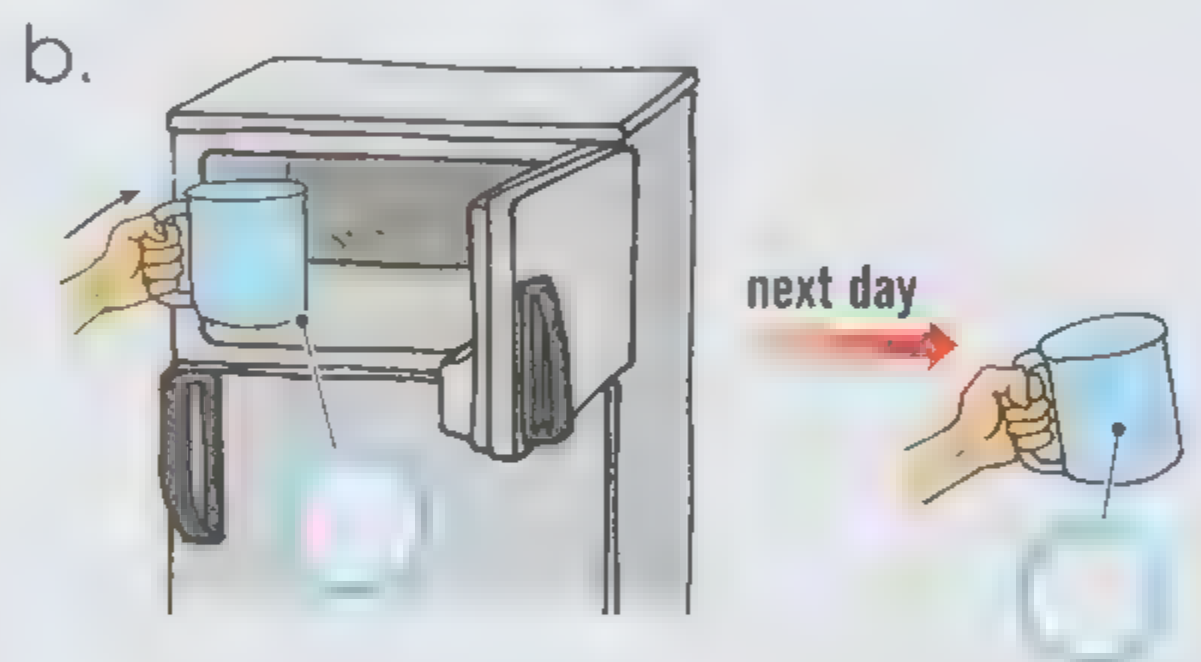
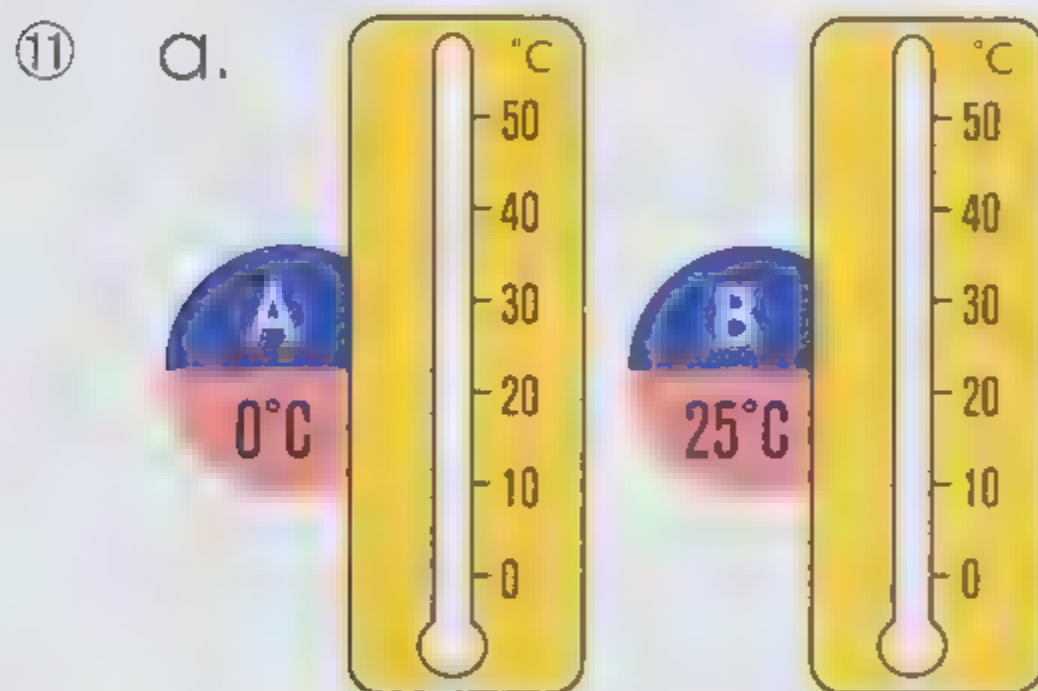
- Water freezes at 0°C .
- Water boils at 100°C .



The air temperature on a warm day is about 20°C , but water at 20°C feels cool. I like to have a hot drink at 45°C .



Colour the thermometers to show the temperatures. Then match the thermometers with the correct pictures. Write the letters.



I'd like something cold.



Money

- Describe the relationships between coins and bills up to \$10.
- Estimate and write money amounts up to \$10.
- Add money amounts to make purchases up to \$10.

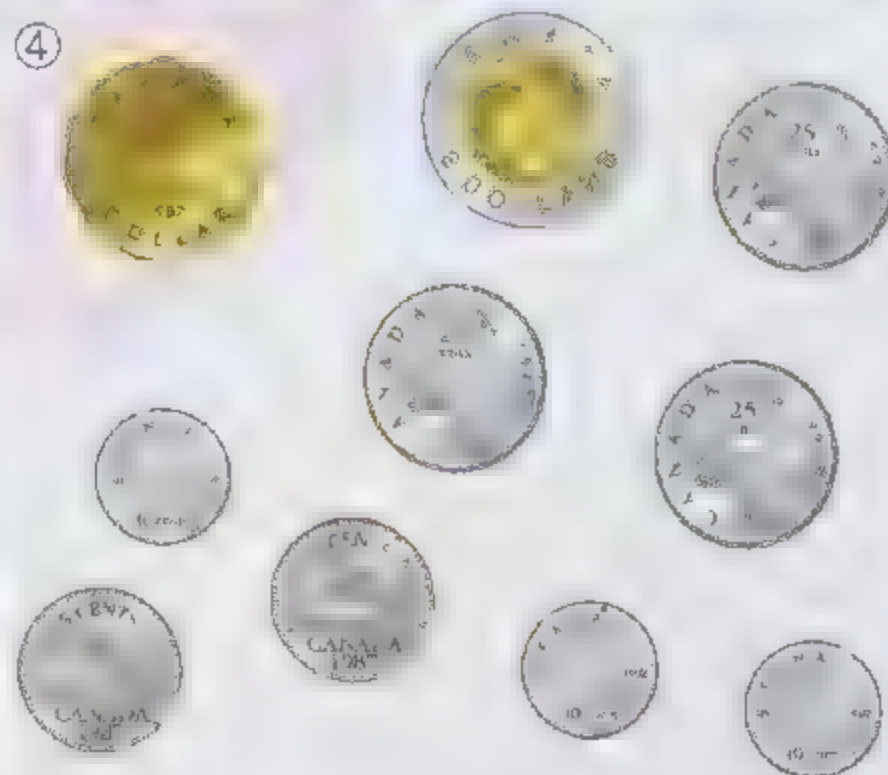
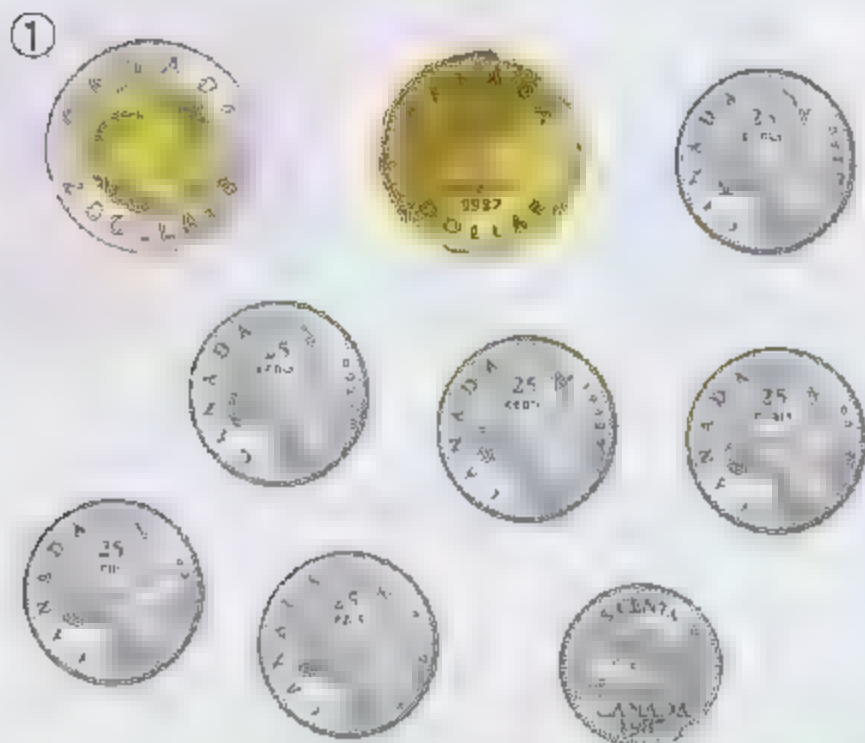
I have 10 dollars.

I have 5 toonies.



Don't you know that a 10-dollar bill is the same as 5 toonies?

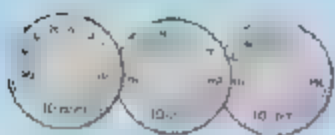
Check ✓ the correct number of coins or bills to match the highlighted amount.



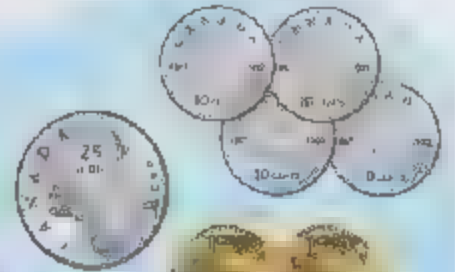
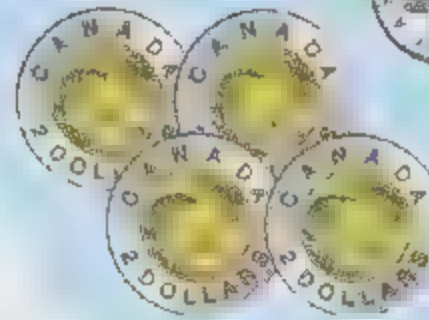
Estimate and find the exact amount of money each child has. Then answer the questions.



Jason



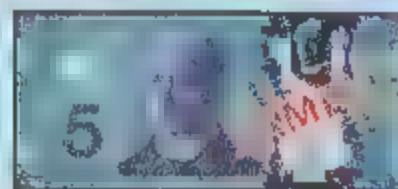
Elaine



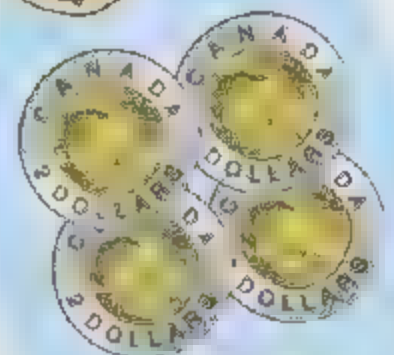
Kevin



Sally



Bruce



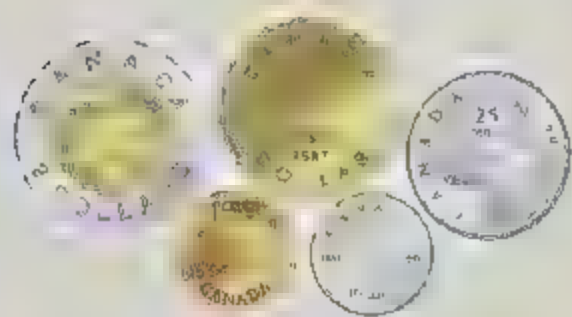
⑤

	Estimate		Actual	
	dollars	cents	dollars	cents
Jason				
Elaine				
Kevin				
Sally				
Bruce				

⑥ Who has the most money? _____

⑦ Who has the least money? _____

Ways to write the amount.



Here are 3 dollars 36 cents.

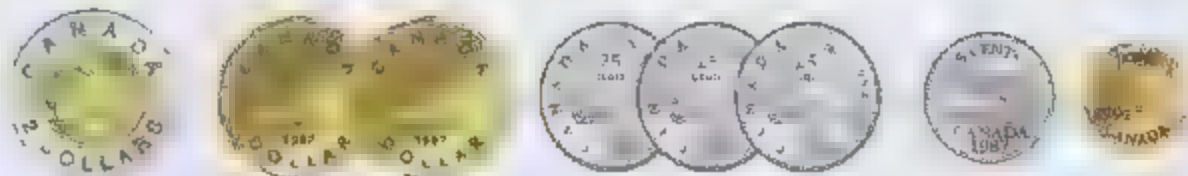
dollars ← → cents

3 dollars 36 cents = **\$3.36**

There are 100 cents in 1 dollar.

Write the amount in each piggy bank in 2 ways.

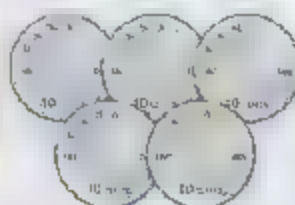
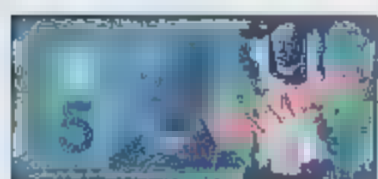
⑧



_____ dollars _____ cents

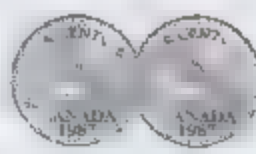


⑨





⑩





Fill in the blanks.

⑪

245 cents

= 200 cents and _____ cents

= _____ dollars and _____ cents

= \$ _____

⑫

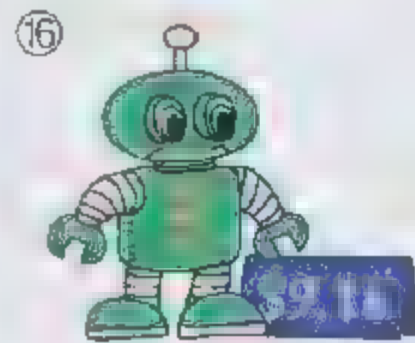
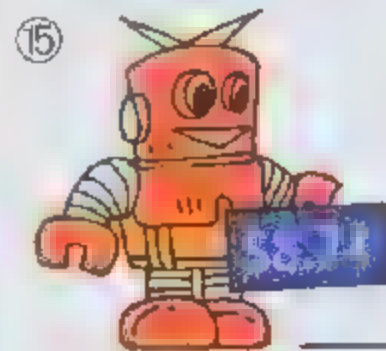
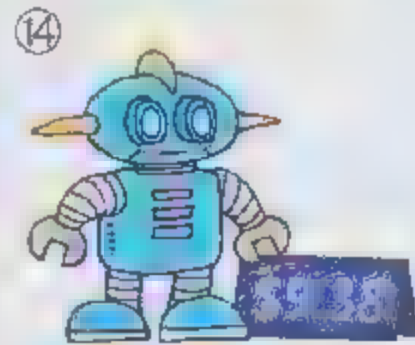
408 cents

= _____ cents and 8 cents

= _____ dollars and _____ cents

= \$ _____

Draw the fewest bills and coins to show the cost of each robot.



Read what the girl says. Draw the fewest bills and coins to show the money that she has.

17

I have \$6.88.

I have 5 cents more than you.

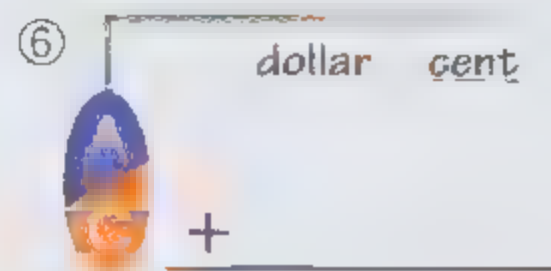
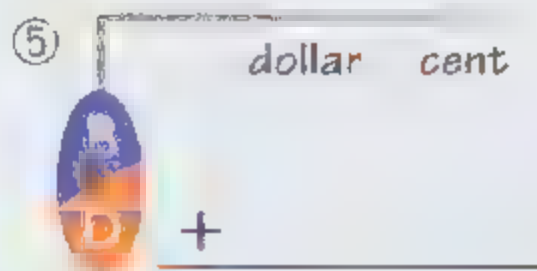
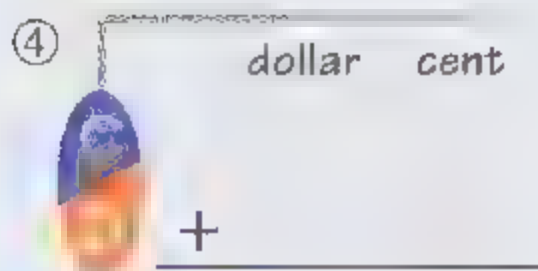
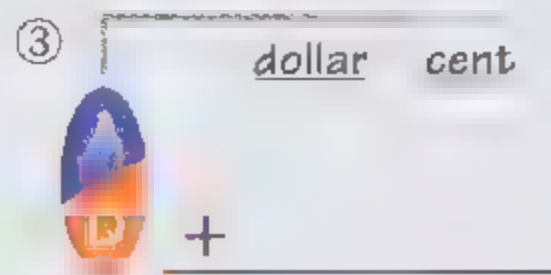
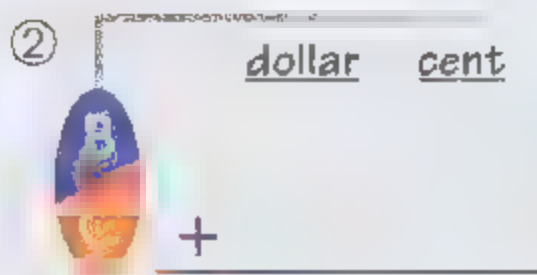
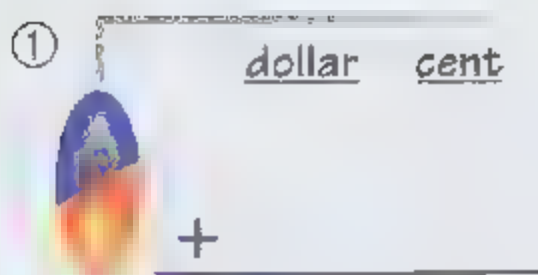
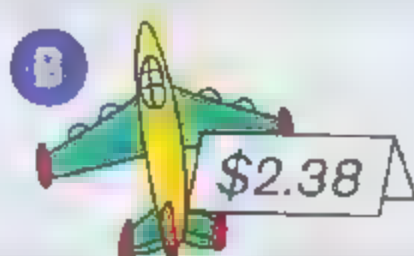
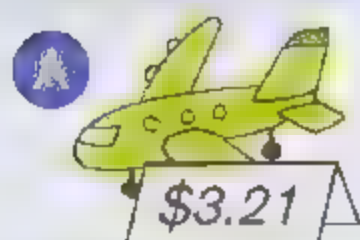
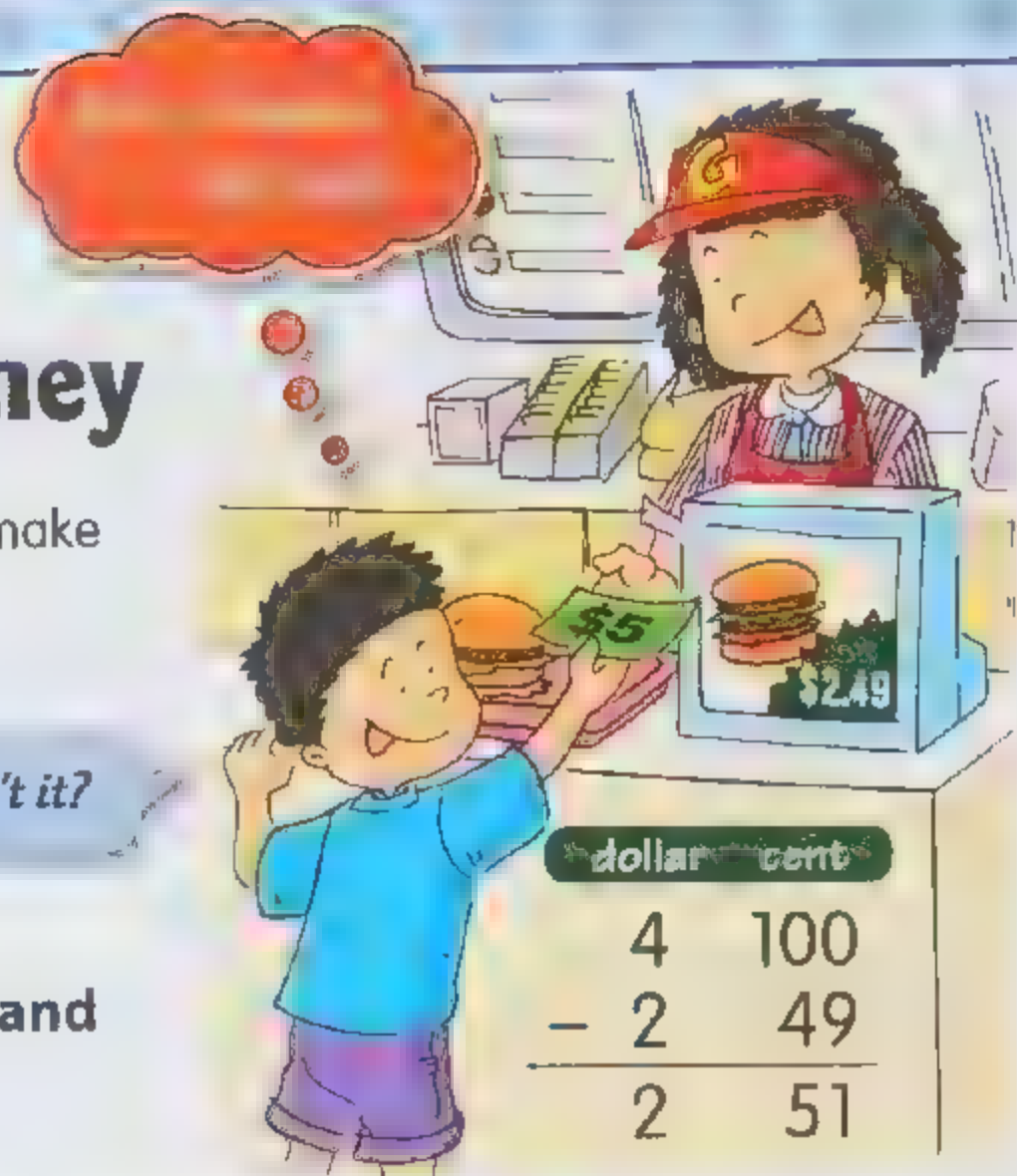


Addition and Subtraction with Money

- Add and subtract money amounts to make purchases and change up to \$10.
- Solve money problems.

My change is \$2.51, isn't it?

Look at the pictures. Find the costs and answer the question.



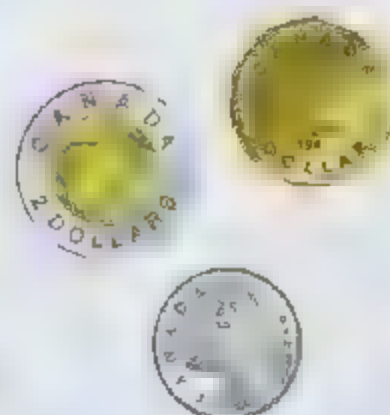
Which pair of toys costs the most?

Look at the toys on the previous page. Find how much each child pays and which toy he wants. Then find the change.

- ⑧ John pays \$ _____ for **A** .

dollar cent

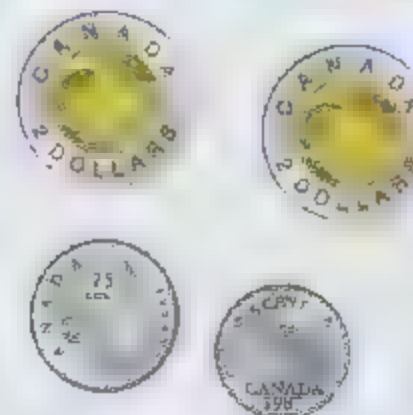
_____ Change: \$ _____



- ⑨ Kenny pays \$ _____ for **C** .

dollar cent

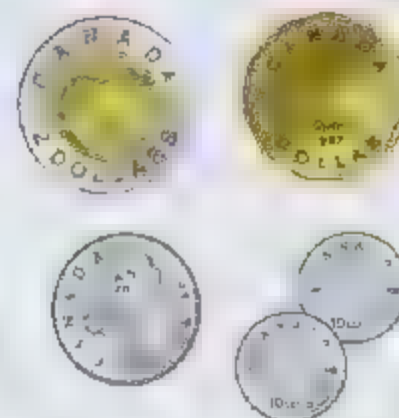
_____ Change: \$ _____



- ⑩ Louis pays \$ _____ for **B** .

dollar cent

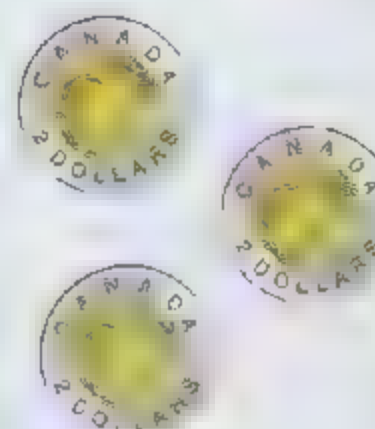
_____ Change: \$ _____



- ⑪ Frankie pays \$ _____ for **D** .

dollar cent

_____ Change: \$ _____





Adding money:

dollar		cent
3	87	←
+	1	49
<hr/>		
5	36	

$87 + 49 = 136$
 Carry 100 cents to the dollar column
 $\$3.87 + \$1.49 = \underline{\$5.36}$

Subtracting money:

dollar		cent
4	129	
5	29	←
-	1	68
<hr/>		
3	61	

Borrow 1 from the dollar column.
 $100 + 29 = 129$
 $\$5.29 - \$1.68 = \underline{\$3.61}$

Fill in the missing information on each receipt.



⑫ R & A Superstore

Puzzle	\$ _____
Crackers	\$ _____
Total	\$ _____
CASH	\$ 10.00
CHANGE	\$ _____

⑬ R & A Superstore

Detergent	\$ _____
Bread	\$ _____
Total	\$ _____
CASH	\$ _____
CHANGE	\$ 0.21

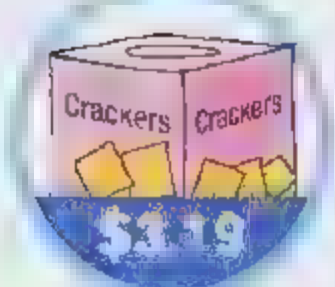


⑭ R & A Superstore

Crackers	\$ _____
Bread	\$ _____
Total	\$ _____
CASH	\$ 6.00
CHANGE	\$ _____

⑮ R & A Superstore

Detergent	\$ _____
Detergent	\$ _____
Total	\$ _____
CASH	\$ _____
CHANGE	\$ 1.24



⑯ R & A Superstore

Bread	\$ _____
_____	\$ _____
Total	\$ 7.05
CASH	\$ _____
CHANGE	\$ 0.20

⑰ R & A Superstore

Crackers	\$ _____
_____	\$ _____
Total	\$ 5.07
CASH	\$ _____
CHANGE	\$ 4.93



Solve the problems.

- ⑮ Mrs. Smith pays \$5 for a book that costs \$3.77. What is her change?

dollar cent

\$ _____

- ⑯ Jordan has \$4.25. If he wants to buy a key chain that costs \$6.42, how much more does he need?

dollar cent

\$ _____

- ⑰ A box of chocolates costs \$3.66. How much do 2 boxes of chocolates cost?

dollar cent

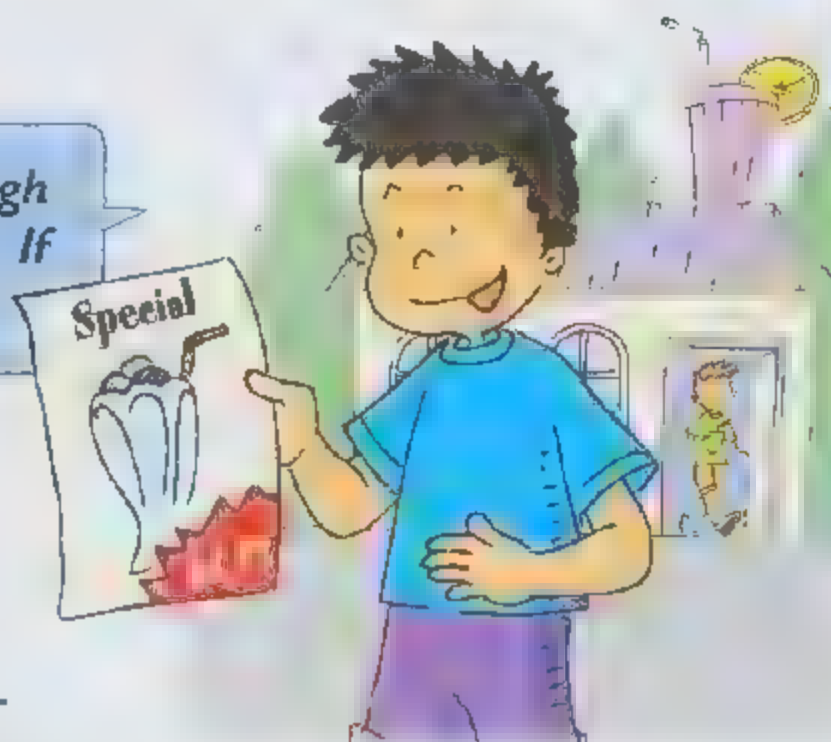
\$ _____

- ⑱ Adam has \$5.27 and his brother has \$3.64. How much do the boys have in all?

dollar cent

\$ _____

- ⑲ *I have \$9.50. Do you think I have enough money to buy 2 sundaes for my parents? If not, how much more do I need?*





Capacity and Mass

- Estimate, measure, and record the capacity of containers using litres and parts of a litre.
- Estimate, measure, and record the mass of objects using kilograms and parts of a kilogram.

It's getting heavier and heavier.



Sort the containers. Then answer the questions.



• about 1 L.

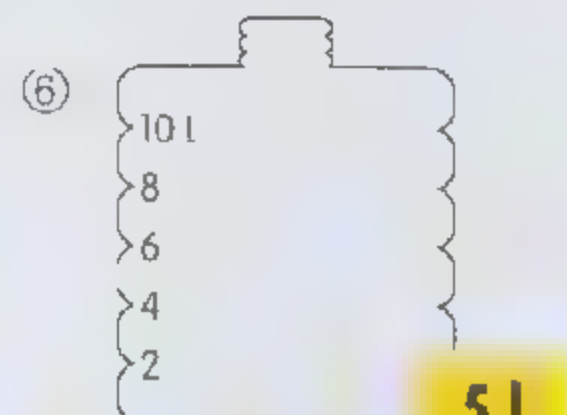
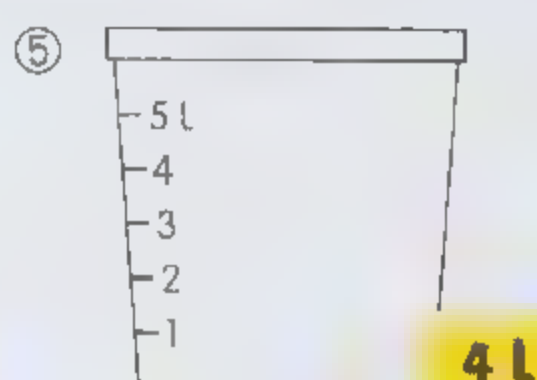
• less than 1 L.

• more than 1 L:

② Which container holds the most?

③ Which container holds the least?

Draw the water level in each container.



Which capacity seems reasonable? Circle the correct answer.

⑦



about 50 L
more than 200 L

⑧



less than 5 L
about 100 L

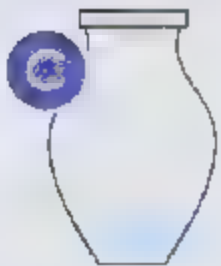
⑨



less than 1 L
about 10 L

Each container has a capacity of 1 L. Write how much water is in each container with the given words.

⑩



a quarter half three quarters

A _____ of a litre
B _____
C _____
D _____

Look at the containers. Fill in the blanks.

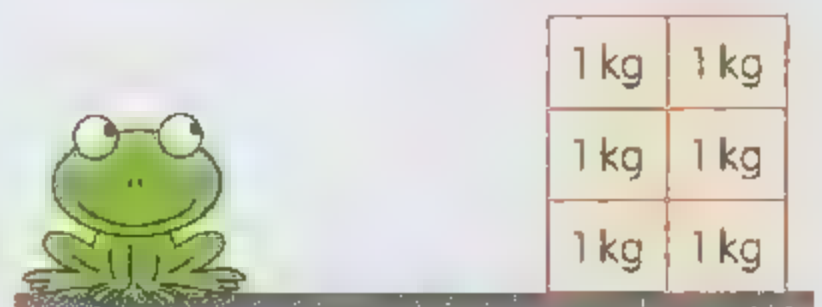
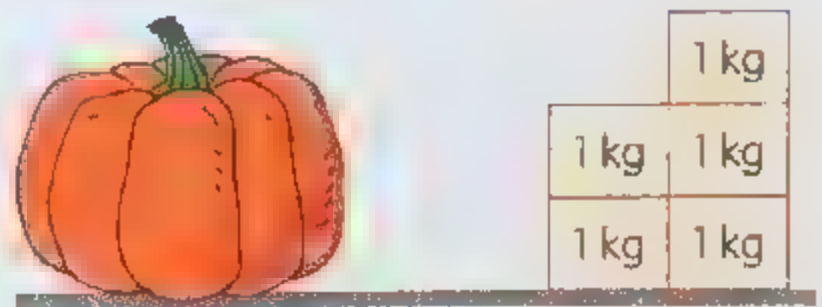
⑪ The juice box can hold _____ of a litre of juice. It takes about _____ juice boxes of water to fill up the ice cream tub.



⑫ The big water bottle can hold _____ of water. It takes about _____ pails of water to fill up the big water bottle.



Write the mass of each object. Then answer the questions.



⑬

Mass

Flour: _____

Pumpkin: _____

Rock: _____

Frog: _____

Watermelon: _____

Tin soldier: _____

⑭ The _____ and the _____ have the same weight.

⑮ _____ bags of flour are needed to balance the frog.

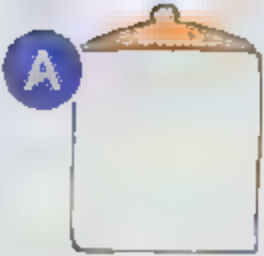
⑯ Draw the correct number of  to balance the objects.



Each container can hold 1 kg of sugar. Write how much sugar is in each container with the given words.

a quarter half three quarters

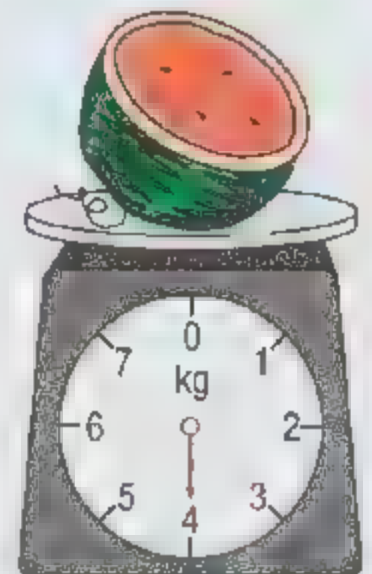
17



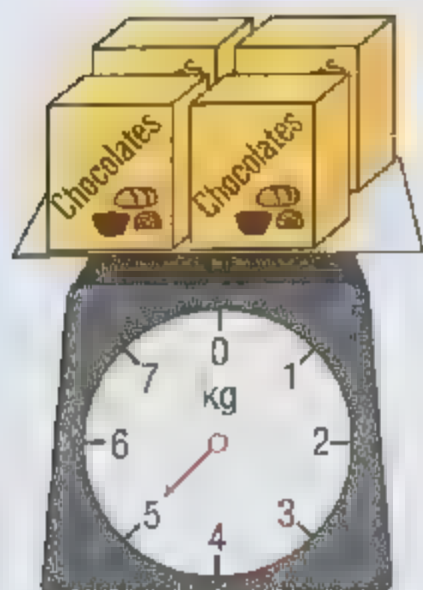
_____ of a kilogram

Look at the pictures. Fill in the blanks.

- 18 a. Half of a watermelon weighs _____ kg.
b. The whole watermelon weighs _____ kg.
c. If Jason cuts the half watermelon in half again, each piece will weigh _____ kg.



- 19 a. 4 boxes of chocolates weigh _____ kg.
b. Each box of chocolates weighs _____ than 1 kg.



c.

If I can lift 10 kg at a time, how many boxes of chocolates can I lift in one go?

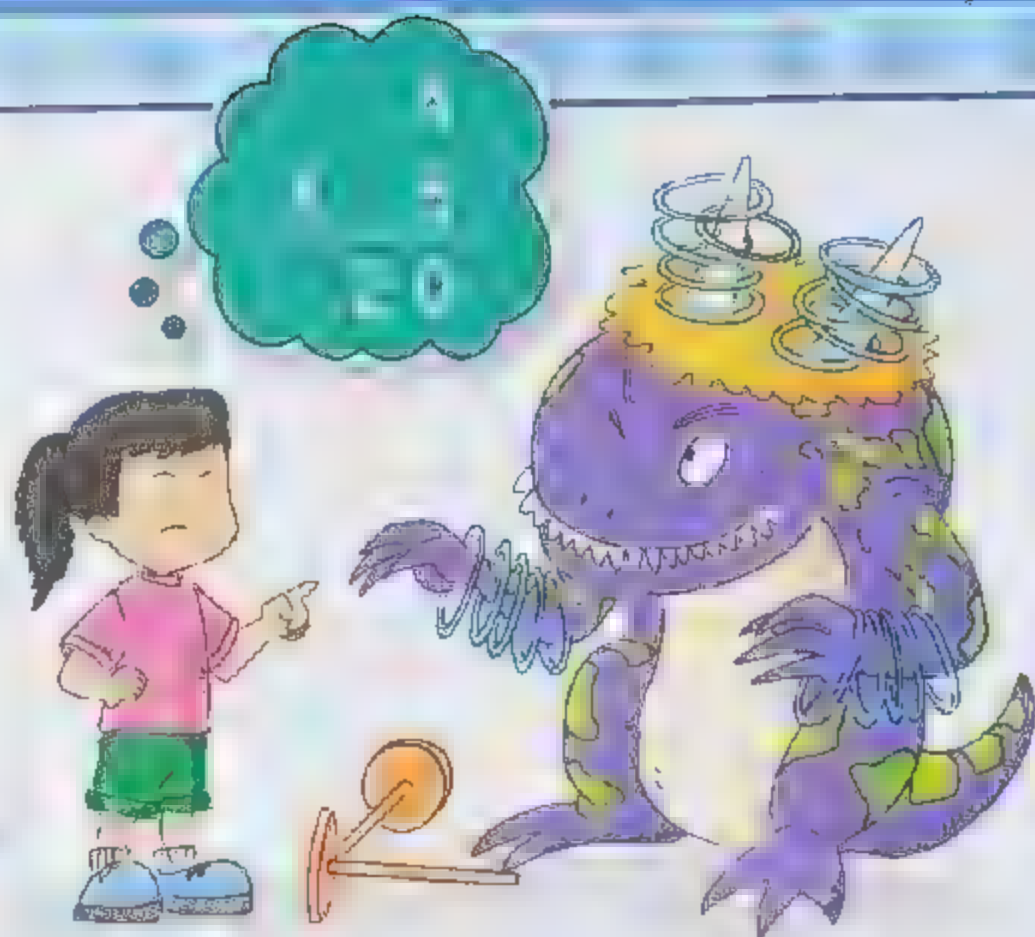
_____ boxes of chocolates




Multiplication (1)

- Understand multiplication as repeated addition.
- Multiply to 7×7 .
- Multiply a 1-digit number by 8 or 9 with the help of pictures.

Give me back all 20 rings!



Circle the objects. Then fill in the blanks.

① Circle every 3 .




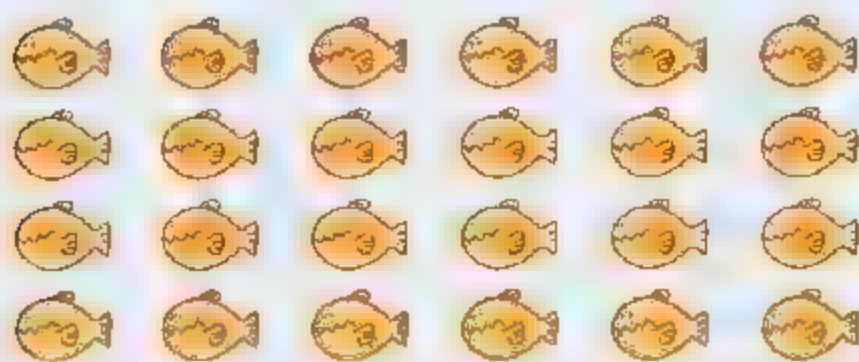
$$3 + 3 + 3 + 3 + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}} \text{ groups of } 3$$

$$= \underline{\hspace{2cm}} \times 3$$

$$= \underline{\hspace{2cm}}$$

② Circle every 4 .



$$4 + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}} \text{ groups of } \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

③ Circle every 5 .



$$5 + \underline{\hspace{2cm}}$$

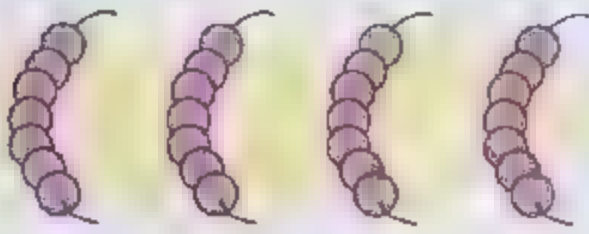
$$= \underline{\hspace{2cm}} \text{ groups of } \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

Look at the pictures. Fill in the blanks.

④



_____ groups of 7
 = _____ times 7
 = _____ x 7
 = _____

⑤



_____ groups of 9
 = _____ times 9
 = _____ x 9
 = _____

⑥



_____ groups of 5
 = _____ times 5
 = _____ x 5
 = _____

⑦



_____ groups of 2
 = _____ times 2
 = _____ x 2
 = _____

Write a multiplication sentence to match each group of items.

⑧



_____ x _____ = _____

⑨



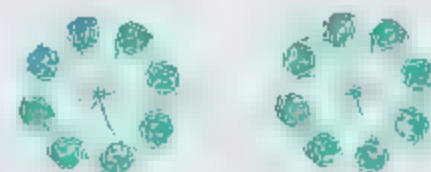
_____ x _____ = _____

⑩



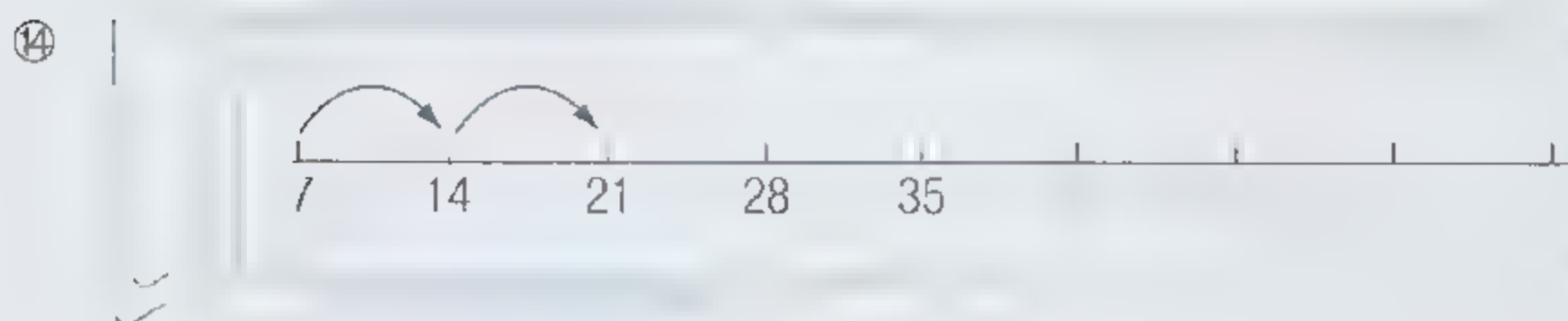
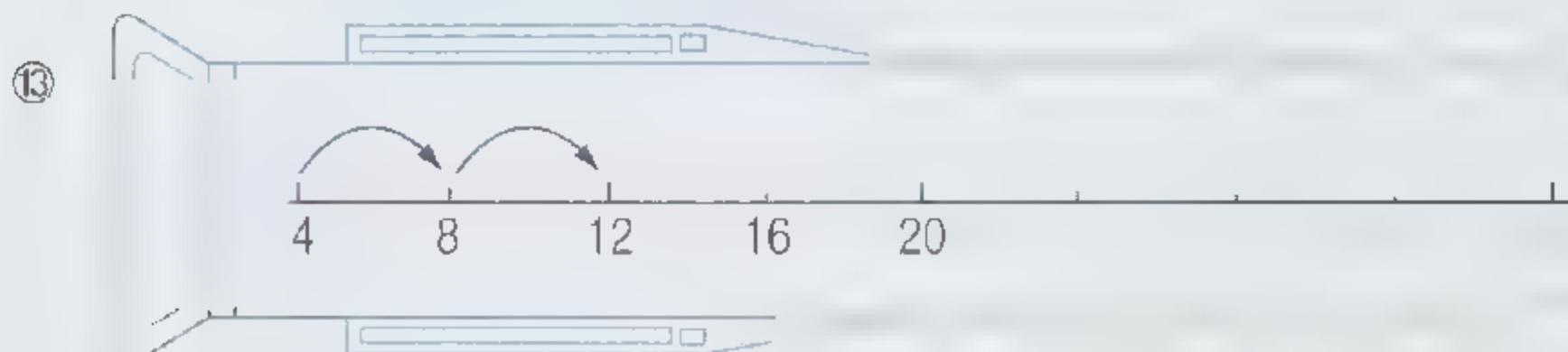
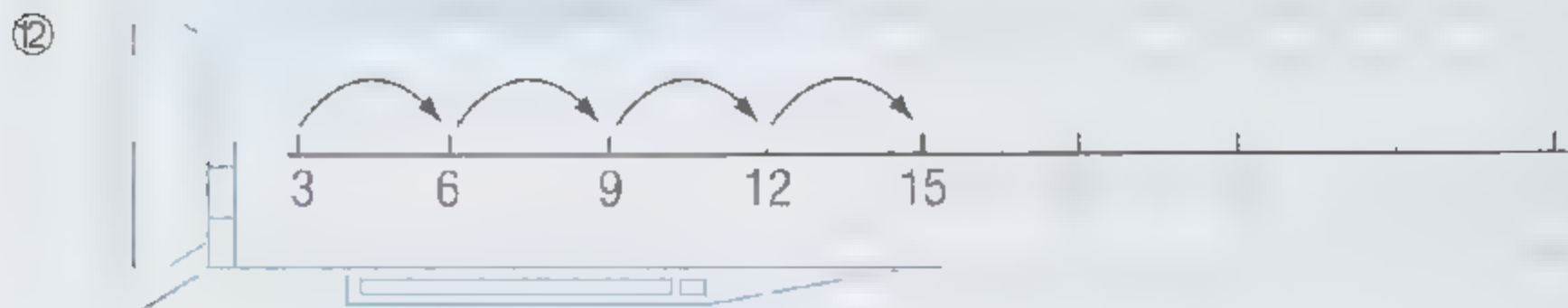
_____ x _____ = _____

⑪



_____ x _____ = _____

Draw arrows to continue the patterns. Then count by 3's, 4's, or 7's to write the missing numbers.



Complete the multiplication tables.

⑮ $1 \times 6 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$6 \times 6 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

⑯ $1 \times 2 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

⑰ $1 \times 5 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

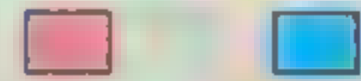
$9 \times 5 = \underline{\quad}$

Multiplication charts:

multiplication sign →

x							
1							
2				10			
3							
4							
5		10					
6							
7							

A number from



$$2 \times 5$$

$$5 \times 2$$

Complete the multiplication chart. Then find the answers.

18

X	1	2	3	4	5	6	7
1	1	2				6	7
2		4	6				
3				12	15		
4	4				20		28
5	5	10					
6			18		30		
7	7			28			49

19 $4 \times 6 =$ _____

20 $5 \times 3 =$ _____

21 $2 \times 7 =$ _____

22 $6 \times 6 =$ _____

23 $4 \times 5 =$ _____

24 $6 \times 7 =$ _____

25

Lily, Louis, Michael, and I each have 6 lollipops.
How many lollipops do we have in all?

_____ lollipops



Multiplication (2)

- Do vertical multiplication.
- Use multiplication to solve problems.

Bobby is balancing himself on 24 blocks.



Do the multiplication.

①
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

②
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

③
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

④
$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

⑤
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

⑥
$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

⑦
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

⑧
$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

⑨
$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

⑩
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

⑪
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

⑫
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

⑬
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

⑭
$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

Fill in the missing numbers.

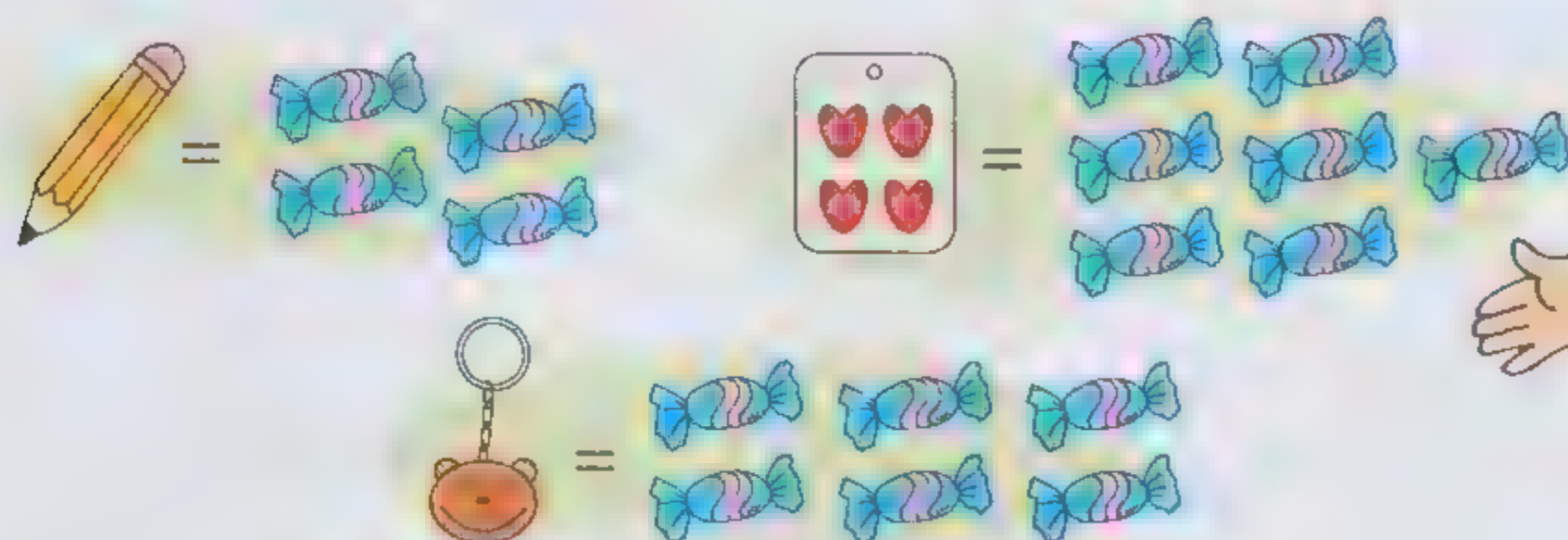
⑮
$$\begin{array}{r} 3 \\ \times \text{ } \\ \hline 24 \end{array}$$

⑯
$$\begin{array}{r} 7 \\ \times \text{ } \\ \hline 49 \end{array}$$

⑰
$$\begin{array}{r} 6 \\ \times \text{ } \\ \hline 18 \end{array}$$

⑱
$$\begin{array}{r} 4 \\ \times \text{ } \\ \hline 28 \end{array}$$

See how many candies the children get if they trade these things with Sally. Help the children solve the problems.



- ① Mary trades 6 pencils for candies. How many candies does she get?

_____ candies

- ② John trades 3 key chains for candies. How many candies does he get?

_____ candies

- ③ Lily has 4 sheets of stickers. If she wants to trade them for candies, how many candies will she get?

_____ candies

- ④ Katie wants to trade either 5 sheets of stickers or 6 key chains for candies. Which should she trade for more candies?

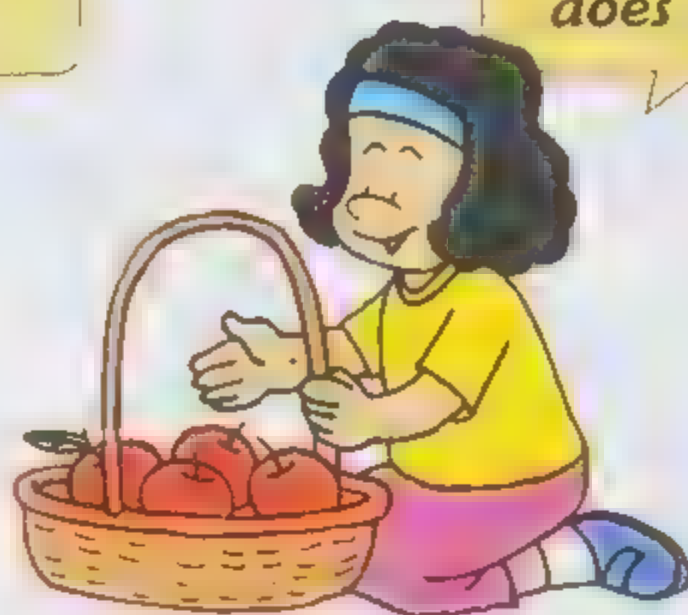
Read what the children say. Solve the problems.

- 23 a. *How many apples are there in 4 baskets?*



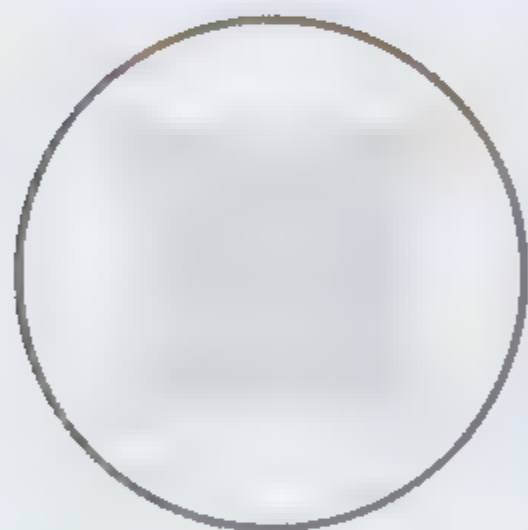
_____ apples

- b. *Each apple costs 7¢. How much does a basket of apples cost?*



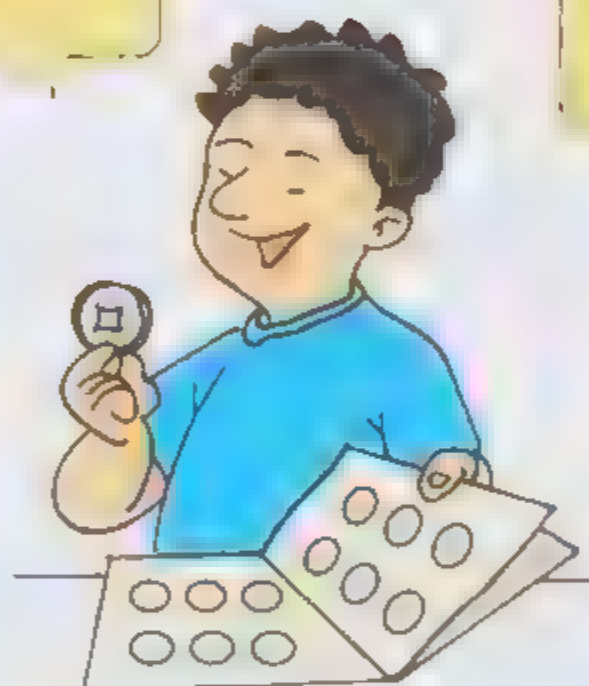
_____ ¢

- 24 a. *How many coins are there on 3 pages?*



_____ coins

- b. *1 coin weighs the same as 5 paper clips. How heavy are the coins on each page?*



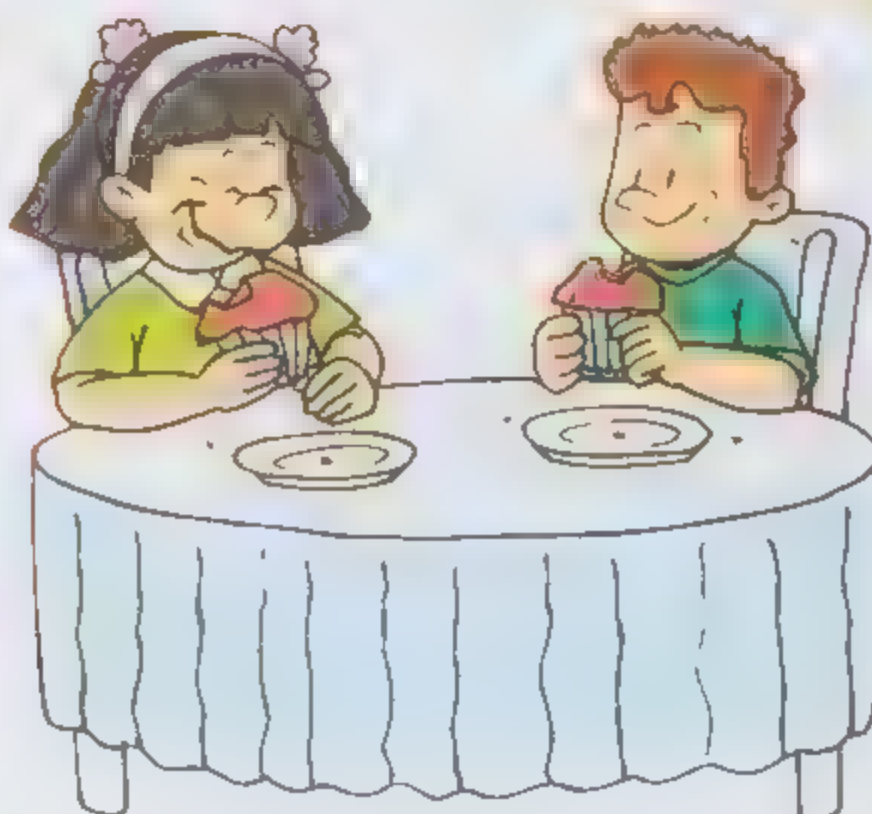
_____ paper clips

- 25 a. *There are 6 muffins in a box. How many muffins are there in 5 boxes?*



_____ muffins

- b. *There are 7 members in my family. If each member eats 2 muffins a day, how many muffins do we eat every day?*



_____ muffins

Help the girls find how many points each player gets. Complete the table. Then answer the questions.

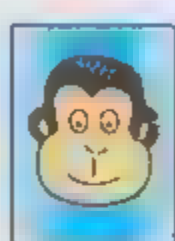
Each of us can pick 6 cards.



7 points



5 points



4 points



26

Tina

4



points

2



points

Total

_____ points

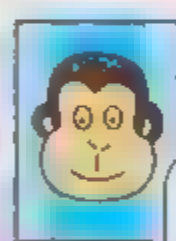
Eva

2



points

4



points

_____ points

Susan

5



points

1



points

_____ points

27 Who has the most points?

28 Who has the fewest points?

29 If Eva picks 2  instead of 2 , will she be the winner?

30

I have taken 2  from Eva. How many points does Eva have now?

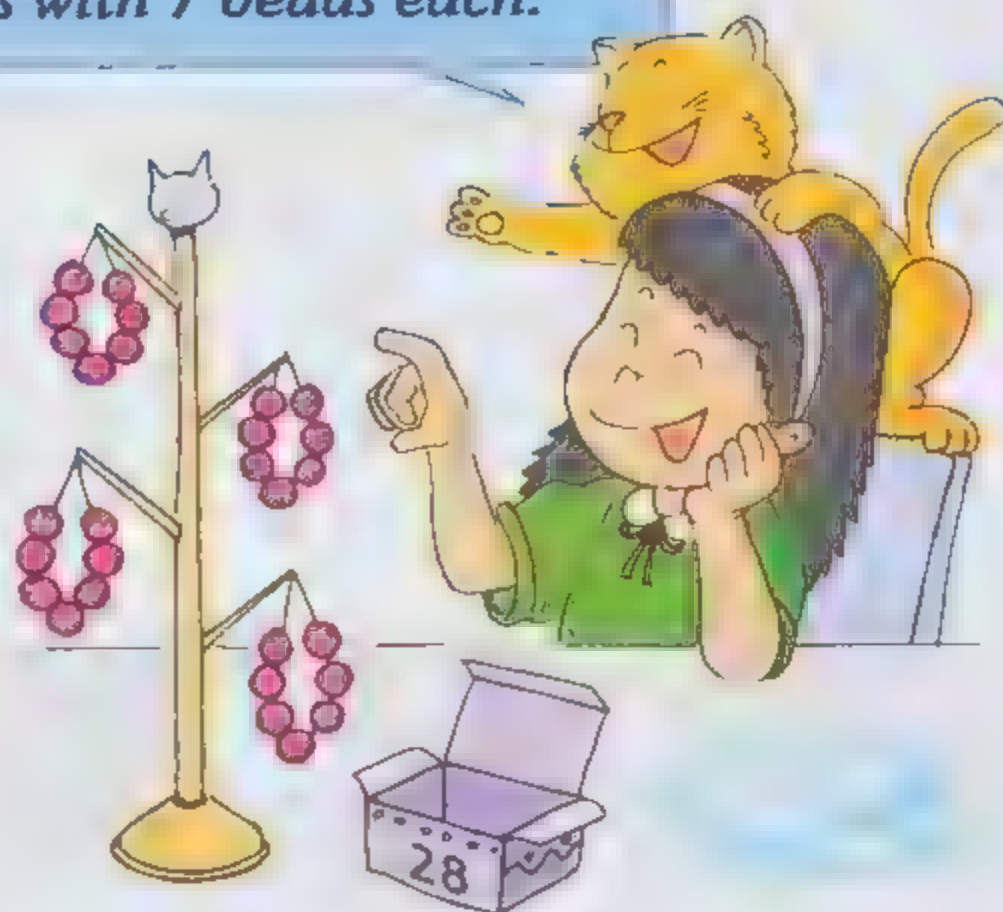
_____ points



You've used all 28 beads to make 4 bracelets with 7 beads each.

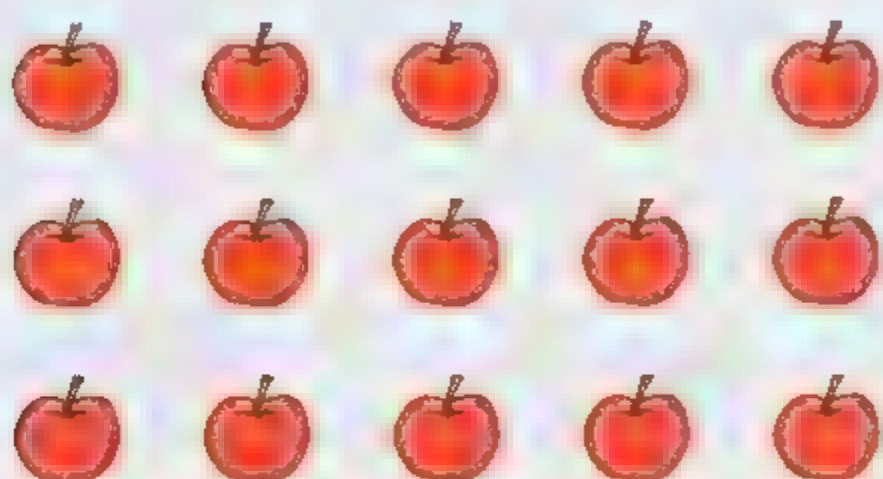
Division (1)

- Divide a set of objects into groups of a certain number.
- Divide a set of objects into equal shares.
- Solve division problems.



Circle the items. Then fill in the blanks.

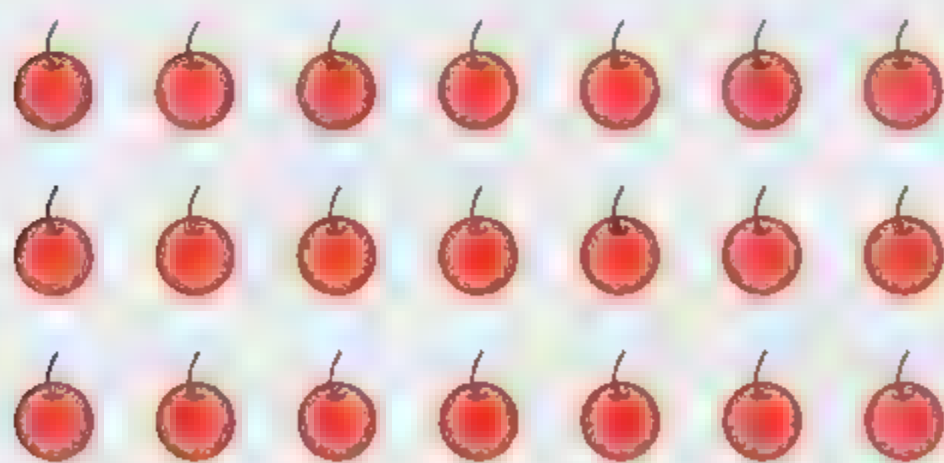
- ① Circle every 3 apples.



There are _____ apples. If I eat 3 apples a day, it will take me _____ days to finish all of them.



- ② Circle every 7 cherries.



There are _____ cherries. If there are 7 cherries in a group, there will be _____ groups in all.



- ③ Circle every 5 peanuts.



There are _____ peanuts. If I put 5 peanuts in a bag, I will need _____ bags in all.



Draw the things in the spaces provided. Then fill in the blanks.

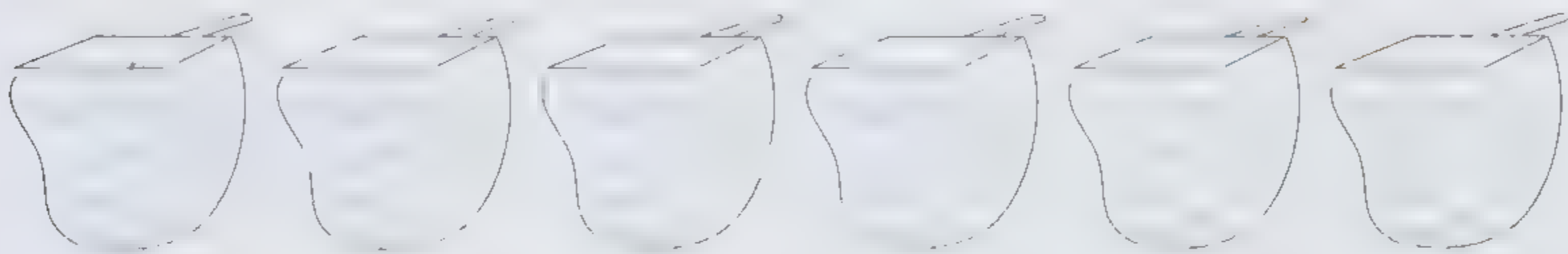
- ④ Put 28 nails equally into 4 boxes.



Put 1 nail into a box at a time and continue until you've put in all 28 nails.

There are _____ nails in each box.

- ⑤ Put 12 fish equally into 6 nets.



There are _____ fish in each net.

- ⑥ Put 15 potatoes equally into 5 pots.



There are _____ potatoes in each pot.

- ⑦ Give 18 flowers equally to 3 bees.

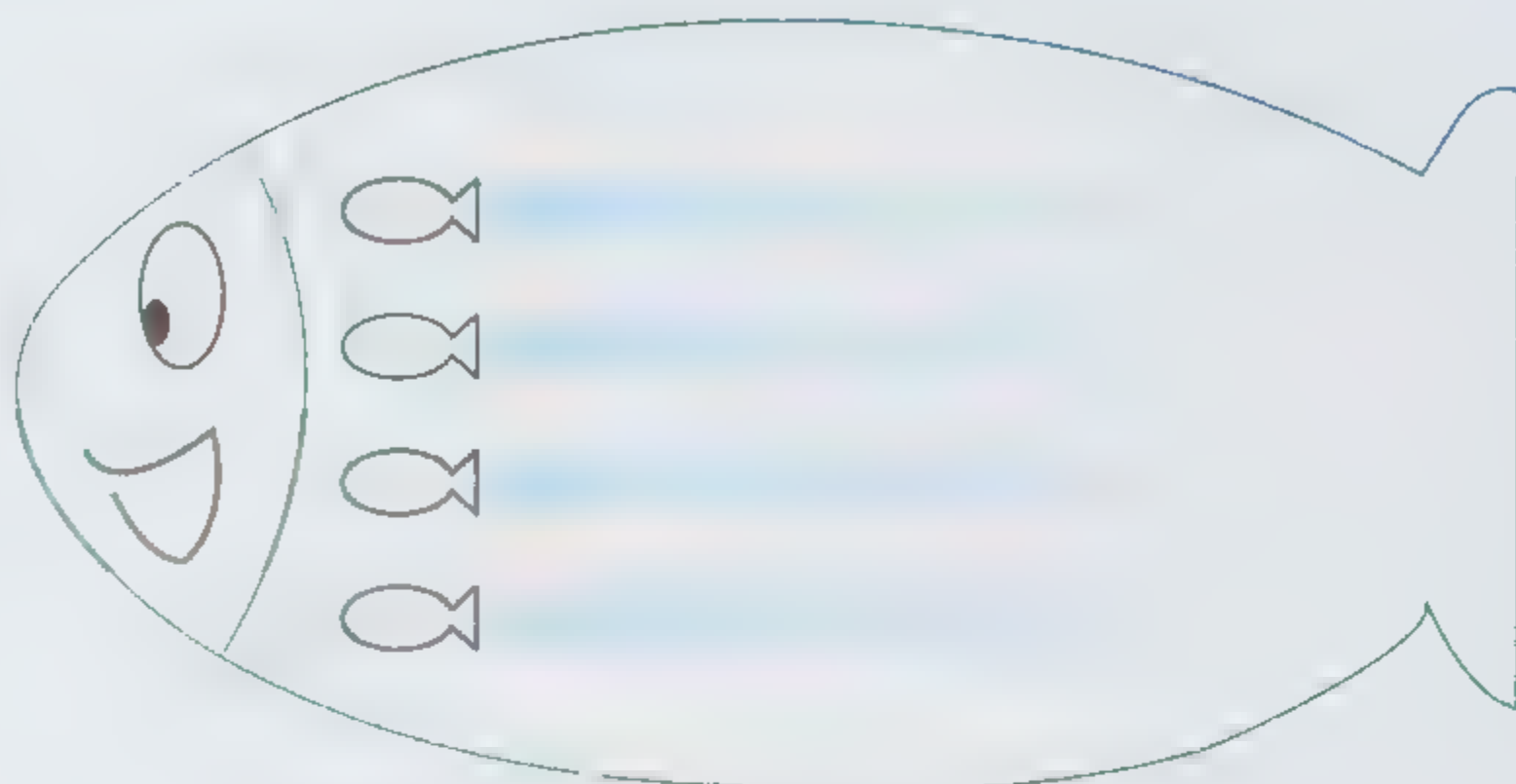


Each bee has _____ flowers.

Draw the missing items. Then fill in the blanks.

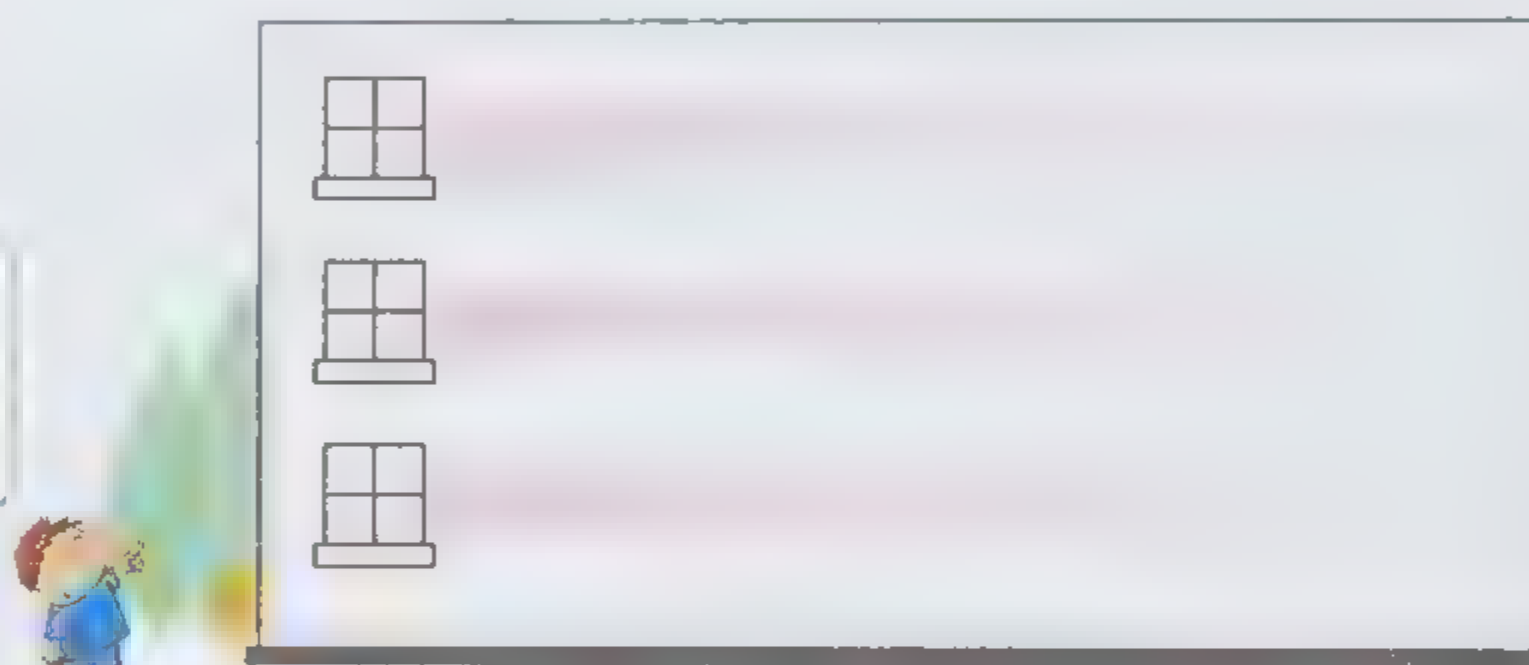
- ⑧ 24 fish in 4 rows

There are ____ fish
in each row.



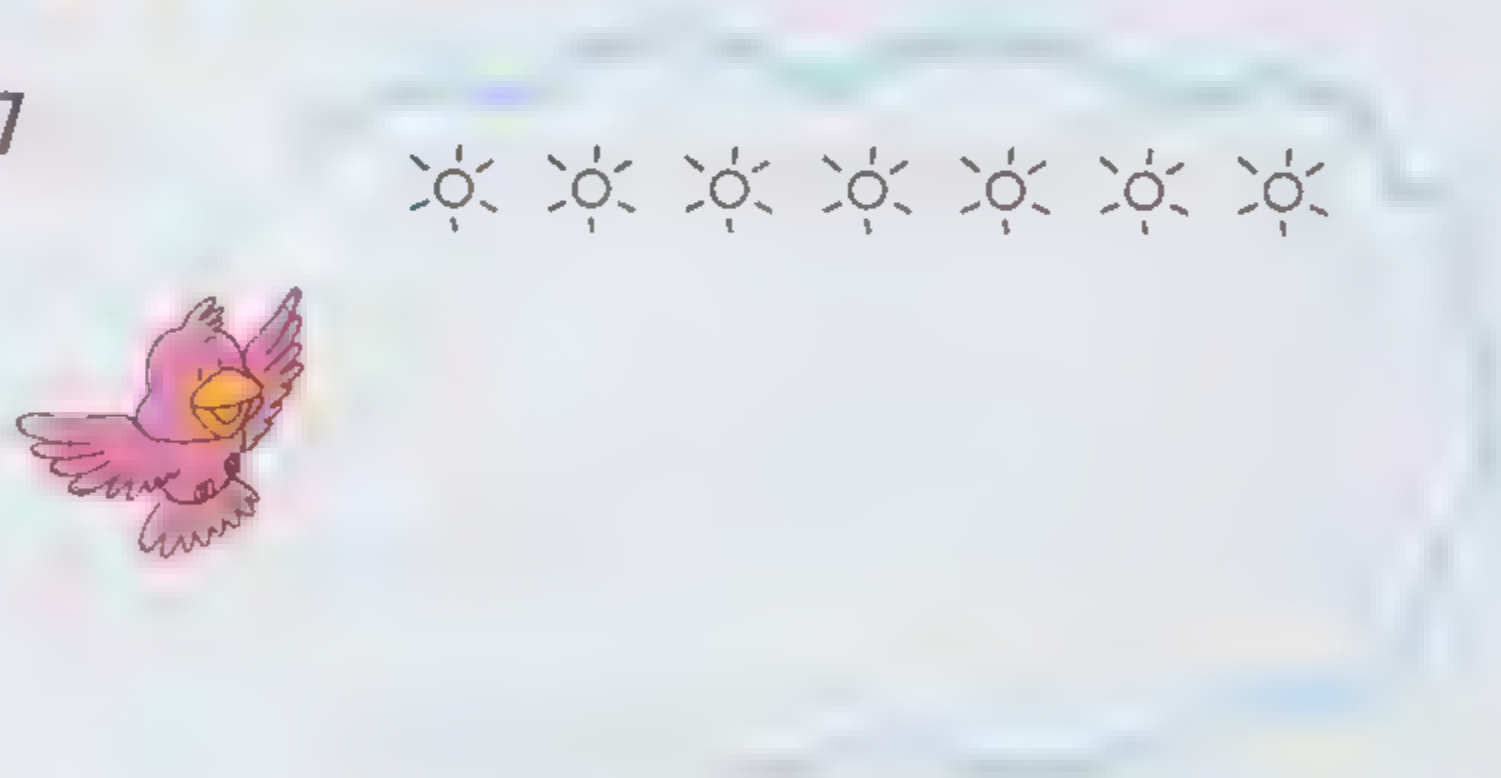
- ⑨ 21 windows on 3 floors

There are ____ windows
on each floor.



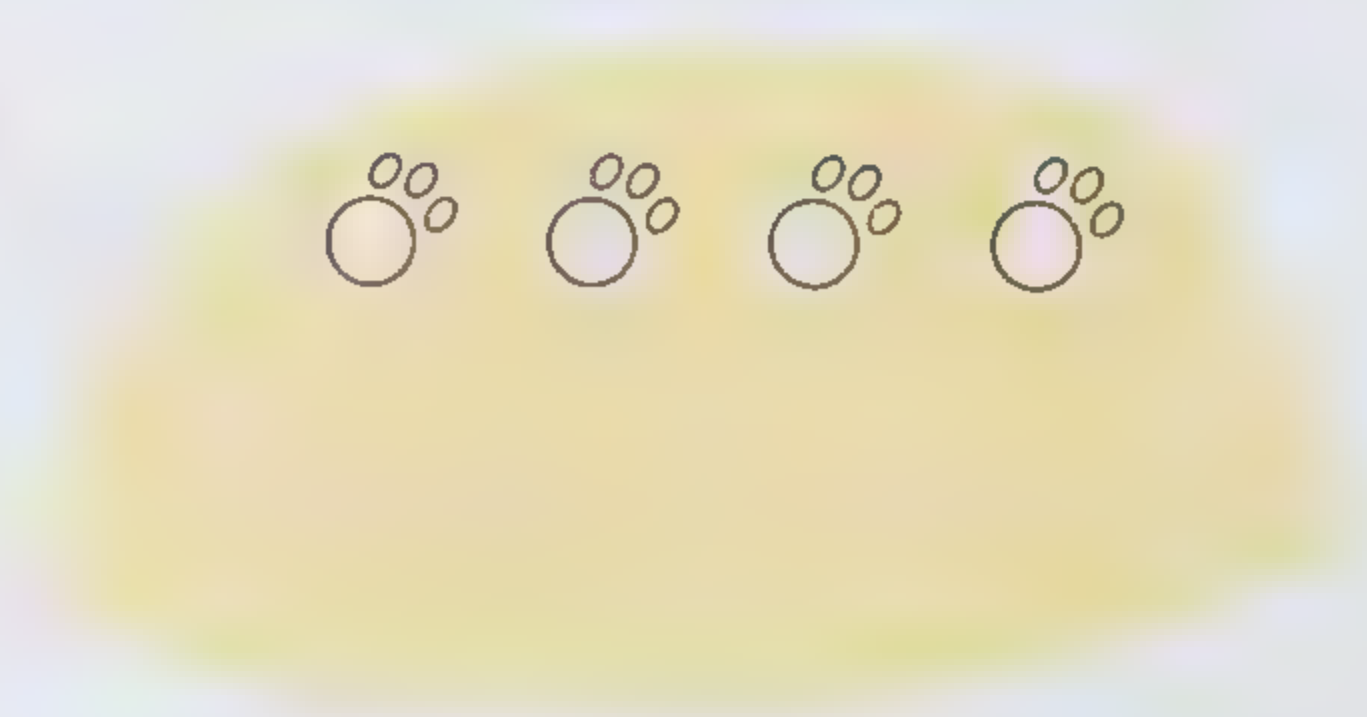
- ⑩ 35 sun stickers put in rows of 7

There are ____ rows
of sun stickers.



- ⑪ 12 footprints found in rows of 4

There are ____ rows of
footprints.



Look at the pictures. Fill in the blanks.

- ⑫ a. Mrs. Smith has _____ rings.
b. If Mrs. Smith puts 5 rings in a box, she needs _____ boxes in all.
c. If she puts 3 rings in a box, she needs _____ boxes in all.

Mrs. Smith's rings



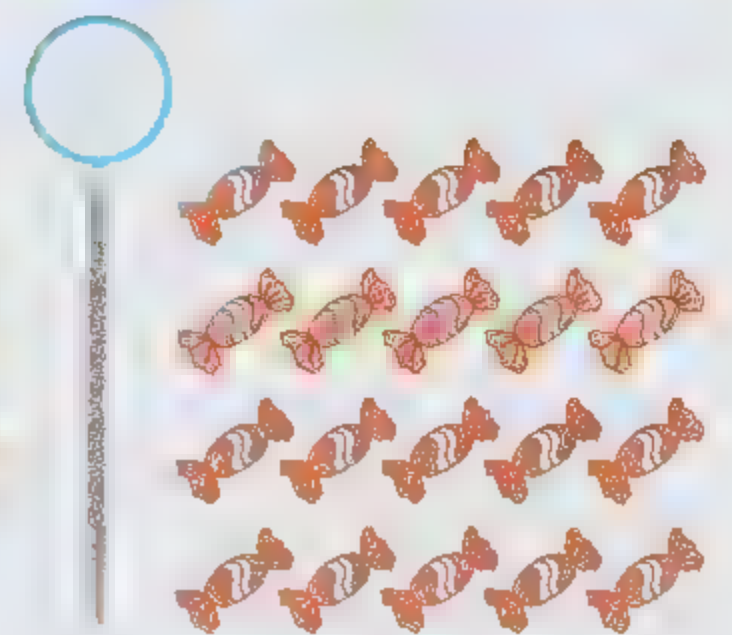
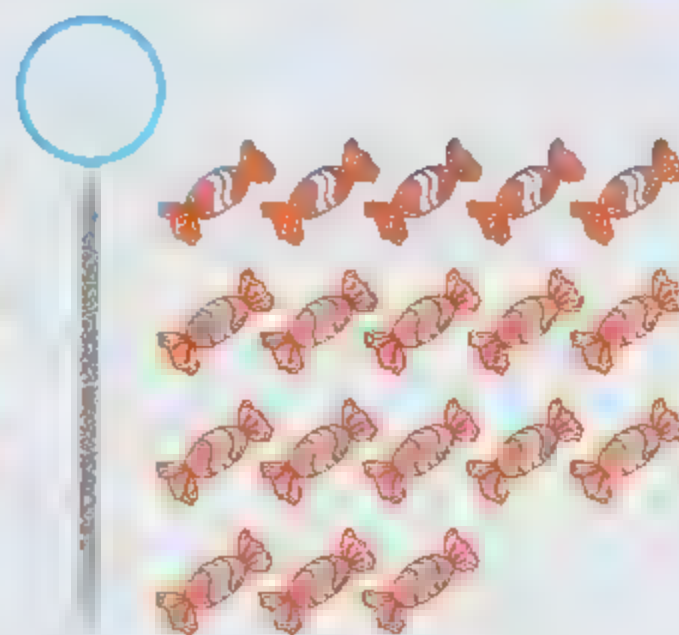
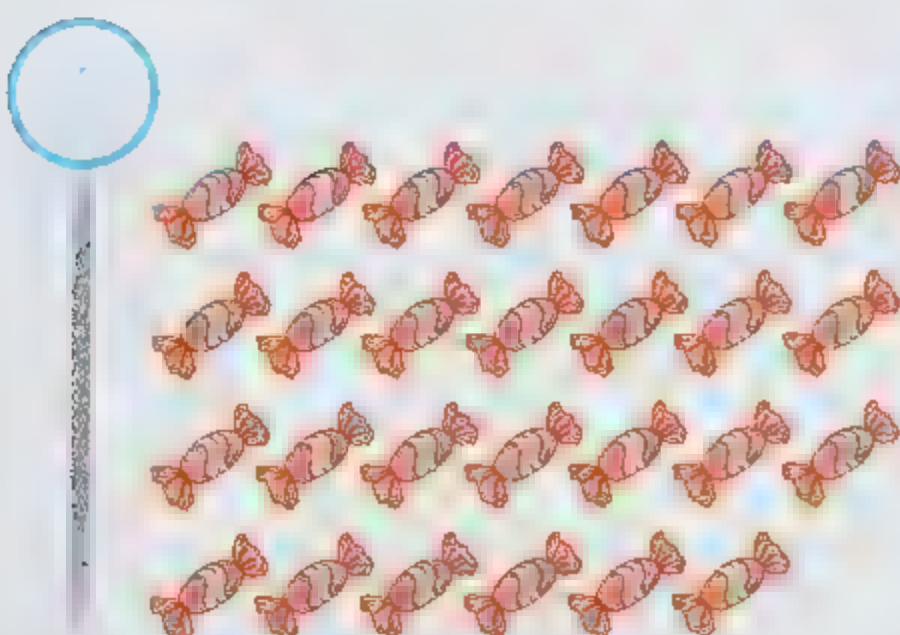
- ⑬ a. Bobby has _____ bones.
b. If Bobby puts 8 bones in a hole, he needs _____ holes in all.
c. If Bobby eats 4 bones a day, it will take him _____ days to finish all the bones.

Bobby's bones



Read what Linda says. Check ✓ the correct letter.

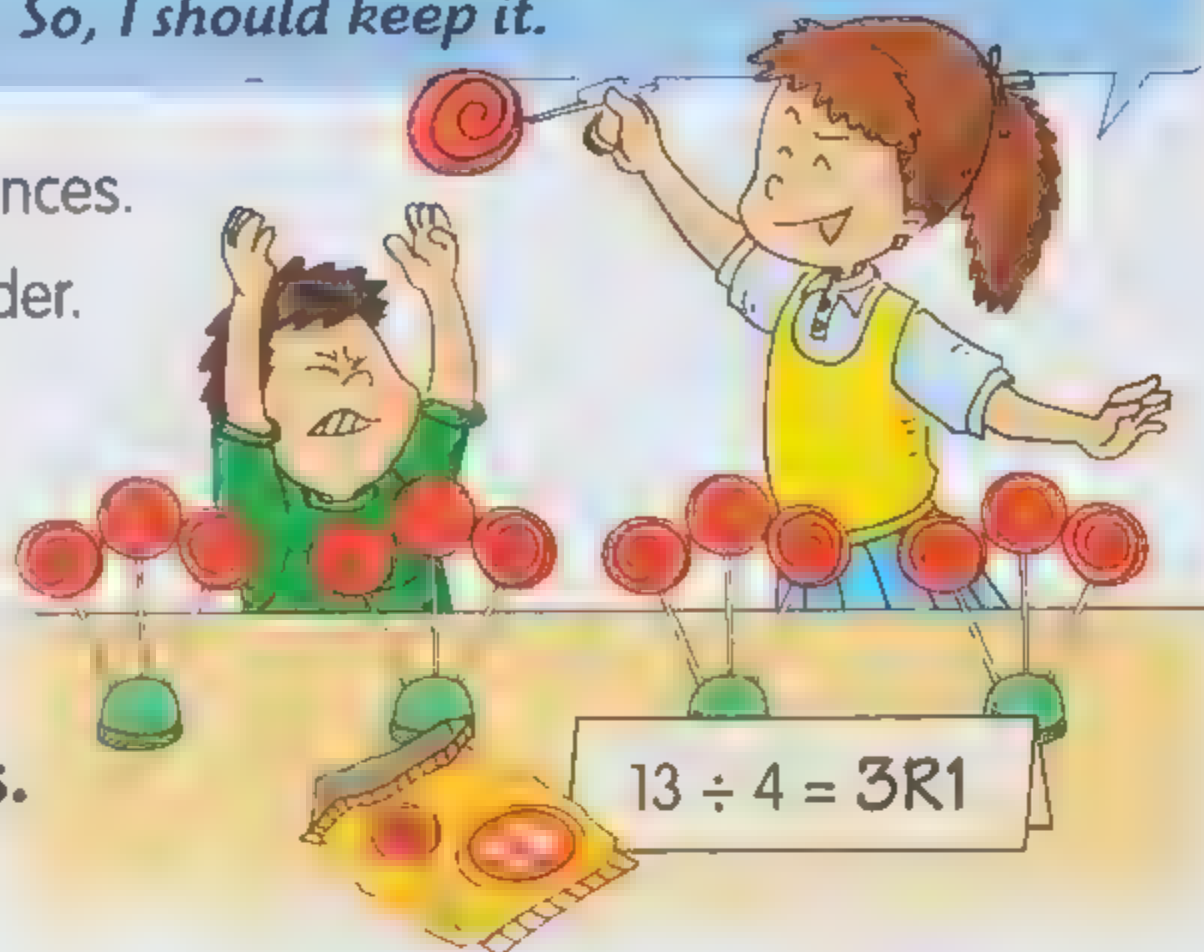
- ⑭ *I will share my candies with my 2 friends. Each of us will get 9 candies. Which group of candies is mine?*



Division (2)

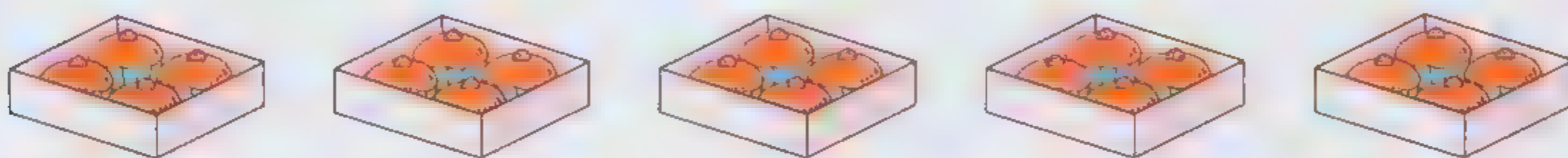
- Use the division sign to write division sentences.
- Do long division and division with remainder.
- Solve division problems.

I've helped you put 13 lollipops equally on 4 stands and there's 1 left. So, I should keep it.



See how Mrs. Green packs her muffins.
Complete the division sentences.

- ① 20 muffins divided into groups of 4



$$20 \div 4 = \underline{\quad}$$

There are groups of 4.

- ② 15 muffins divided into groups of 5

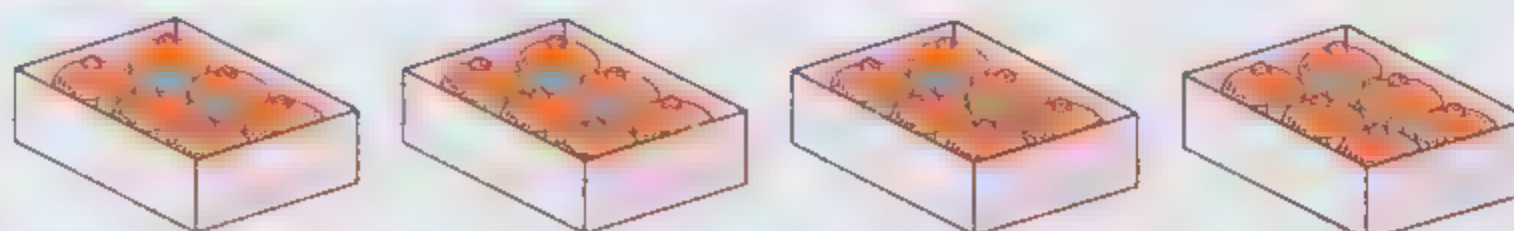


$$15 \div 5 = \underline{\quad}$$

There are groups of 5.

③

Each box holds 6 muffins. How many boxes do I need to hold 24 muffins?



$$24 \div 6 = \underline{\quad}$$

Mrs. Green needs boxes in all.

If I want to put 10 carrots into 2 groups equally, how many carrots are there in each group?



There are 5 carrots in each group.

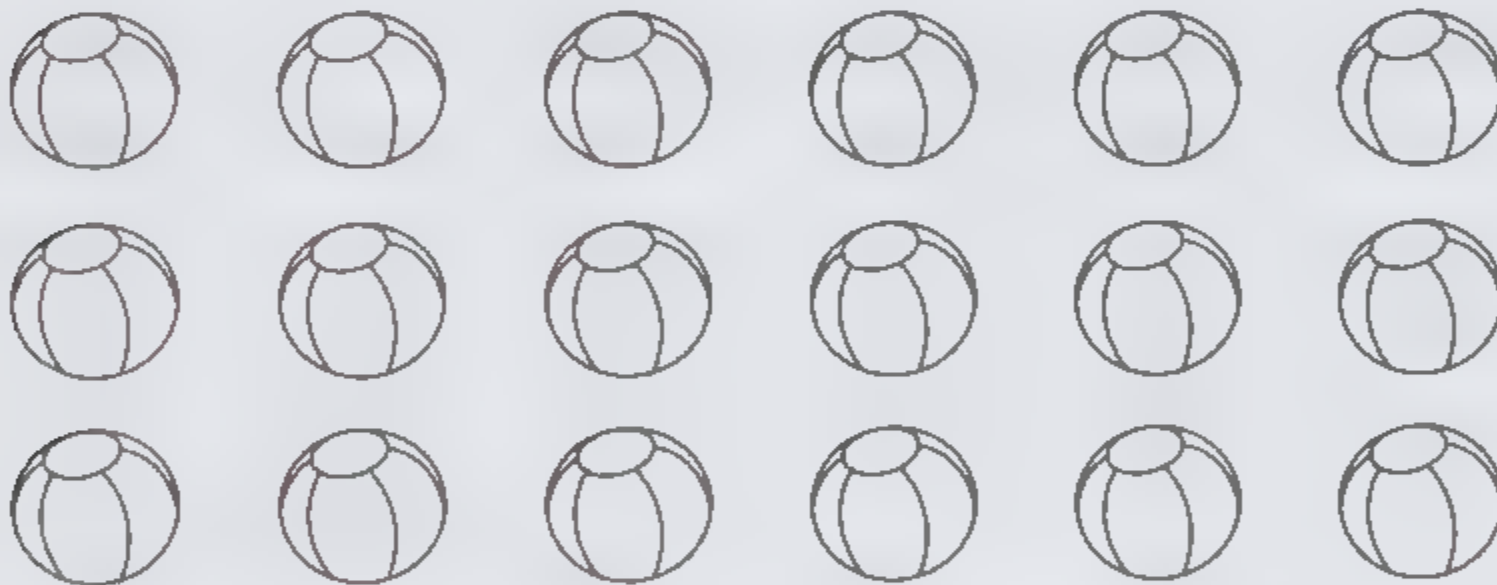
Long division

$$\begin{array}{r} 5 \\ 2 \overline{) 10} \\ \underline{10} \\ 0 \end{array}$$

Think:
 $1 \times 2 = 2$
 $2 \times 2 = 4$
 $3 \times 2 = 6$
 $4 \times 2 = 8$
 $5 \times 2 = 10$

Colour the pictures. Then use long division to find the answers.

- ④ Jason colours every 3 balls with the same colour. If he has 18 balls, how many different colours does he use?



He uses _____ different colours.

- ⑤ Anita has 20 flowers. How many different colours does she use if she colours every 5 flowers the same colour?



She uses _____ different colours.

Do the division.

⑥

$$5 \overline{) 30}$$

⑦

$$8 \overline{) 24}$$

⑧

$$2 \overline{) 16}$$

⑨

$$7 \overline{) 42}$$

⑩ $15 \div 3 = \underline{\hspace{2cm}}$

⑪ $20 \div 4 = \underline{\hspace{2cm}}$

⑫ $24 \div 6 = \underline{\hspace{2cm}}$

⑬ $12 \div 4 = \underline{\hspace{2cm}}$

⑭ $18 \div 6 = \underline{\hspace{2cm}}$

⑮ $21 \div 3 = \underline{\hspace{2cm}}$

⑯ $25 \div 5 = \underline{\hspace{2cm}}$

⑰ $49 \div 7 = \underline{\hspace{2cm}}$

⑱ $30 \div 6 = \underline{\hspace{2cm}}$

Solve the problems.

- ⑲ May, Sam, and Ted share 27 cookies equally. How many cookies does each child have?

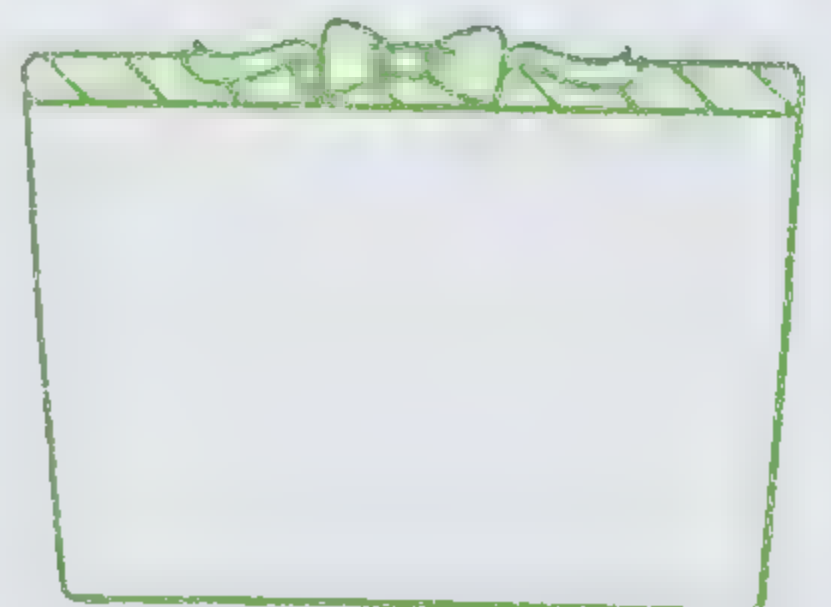
 cookies

- ⑳ Each doll costs \$2. How many dolls can Linda buy with \$16?

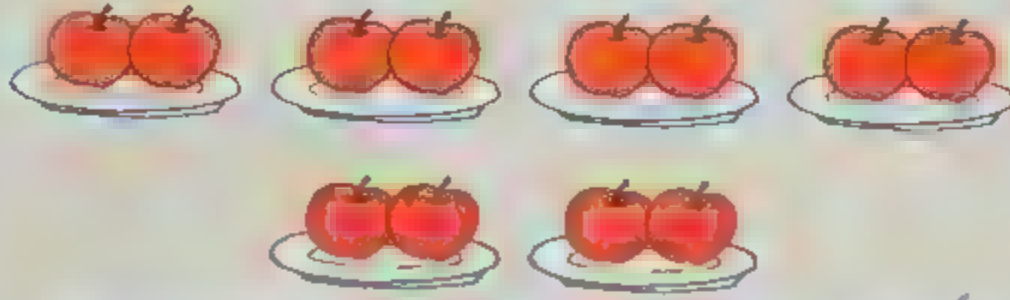
 dolls

- ㉑ Mary has 30 stickers. If she puts every 5 stickers in a box, how many boxes does she need to hold all the stickers?

 boxes



I have 13 apples. If I put every 2 apples on a plate, how many plates do I need? How many apples are left?



You need 6 plates. 1 apple is left.



$$\begin{array}{r} 6 \text{ R } 1 \\ 2 \overline{) 13} \\ \underline{12} \\ 1 \end{array}$$

1 ← remainder

$$13 \div 2 = \underline{6 \text{ R } 1}$$

Do the division.

② $4 \overline{) 15} \text{ R } \underline{\quad}$

③ $3 \overline{) 20} \text{ R } \underline{\quad}$

④ $7 \overline{) 18} \text{ R } \underline{\quad}$

⑤ $11 \div 5 = \underline{\quad}$

⑥ $19 \div 6 = \underline{\quad}$

⑦ $18 \div 4 = \underline{\quad}$

⑧ $14 \div 3 = \underline{\quad}$

Solve the problems.

- ⑨ Judy has 25 stickers. If she puts every 7 stickers in a bag, how many bags does she need? How many stickers are left?

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

She needs $\underline{\quad}$ bags. $\underline{\quad}$ stickers are left.

- ⑩ I want to share my candies with my two friends equally. How many candies does each of us get? How many candies are left?

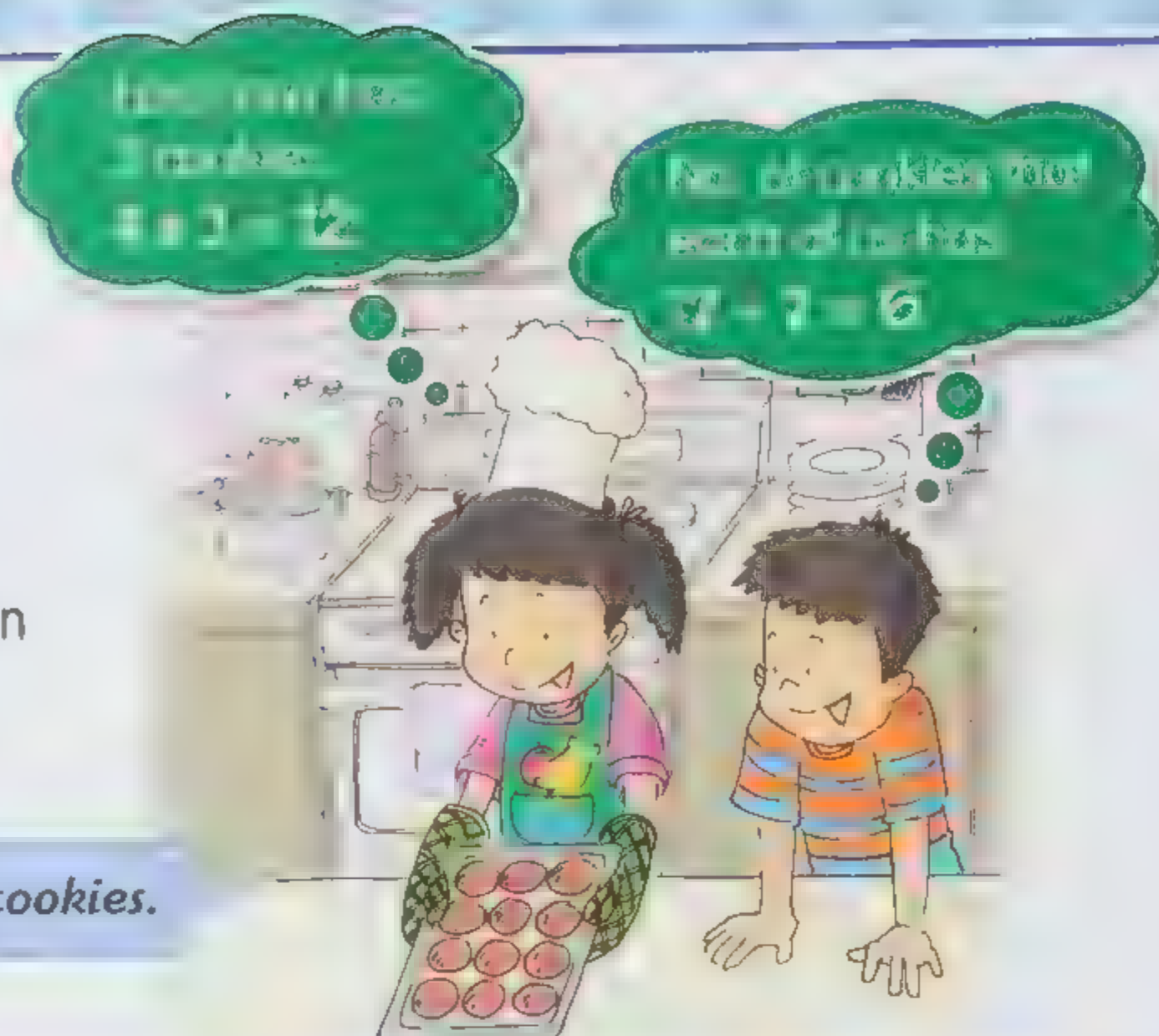
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Each gets $\underline{\quad}$ candies. $\underline{\quad}$ candies are left.



Multiplication and Division

- Do multiplication and division.
- Understand the relationship between multiplication and division.
- Solve word problems.



I've made 12 cookies.

We can each have 6 cookies.

Find the answers.

①
$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

②
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

③
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

④
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

⑤
$$8 \overline{)40}$$

⑥
$$5 \overline{)41} \text{ R } \underline{\hspace{1cm}}$$

⑦
$$6 \overline{)24}$$

⑧
$$4 \overline{)36}$$

⑨
$$7 \overline{)42}$$

⑩
$$3 \overline{)20} \text{ R } \underline{\hspace{1cm}}$$

⑪ $2 \times 4 = \underline{\hspace{2cm}}$

⑬ $15 \div 4 = \underline{\hspace{2cm}}$

⑮ $3 \times 5 = \underline{\hspace{2cm}}$

⑰ $9 \times 3 = \underline{\hspace{2cm}}$



⑫ $6 \times 6 = \underline{\hspace{2cm}}$

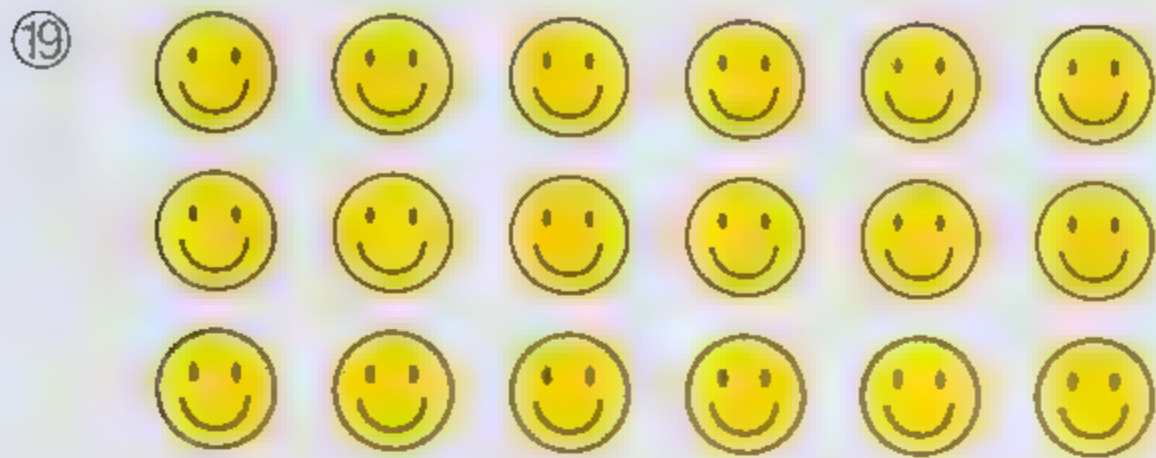
⑭ $28 \div 7 = \underline{\hspace{2cm}}$

⑯ $8 \times 6 = \underline{\hspace{2cm}}$

⑱ $32 \div 4 = \underline{\hspace{2cm}}$



Write a multiplication sentence and a division sentence to match each group of pictures.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Choose the correct numbers to write a multiplication sentence and a division sentence.









Help the boys solve the problems. Check ✓ the correct number sentences and find the answers.

27

A big box can hold 6 muffins and a small box can hold 4. If Mrs. Smith has 7 small boxes of muffins, how many muffins does she have in all?

☐ $7 \times 6 = \underline{\hspace{2cm}}$

☐ $7 \times 4 = \underline{\hspace{2cm}}$

She has muffins in all.

28

How many big boxes are needed to hold 24 muffins?

☐ $24 \div 6 = \underline{\hspace{2cm}}$

☐ $24 \div 4 = \underline{\hspace{2cm}}$

 big boxes are needed.

29

I have 6 green and 42 red marbles. How many marbles do I have in all?

☐ $42 \div 6 = \underline{\hspace{2cm}}$

☐ $42 - 6 = \underline{\hspace{2cm}}$

☐ $6 + 42 = \underline{\hspace{2cm}}$

☐ $42 \times 6 = \underline{\hspace{2cm}}$

Jason has marbles in all.

30

If I put my marbles equally into 6 groups, how many marbles are there in each group?

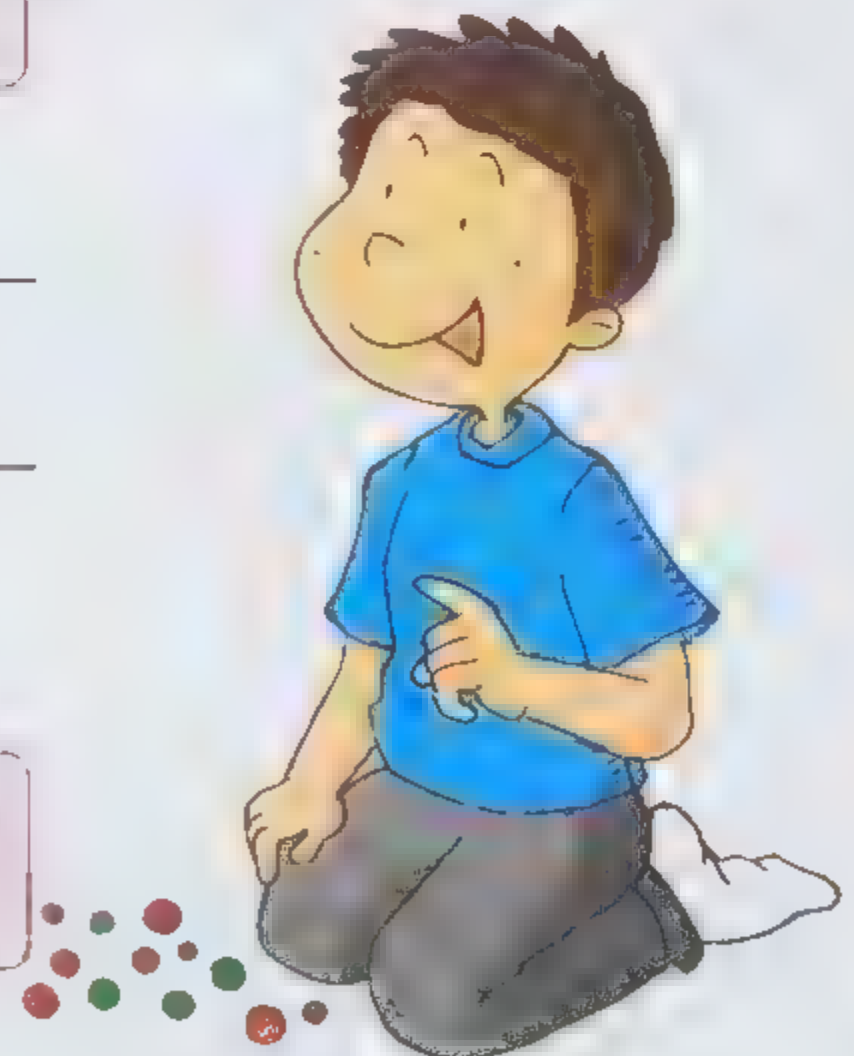
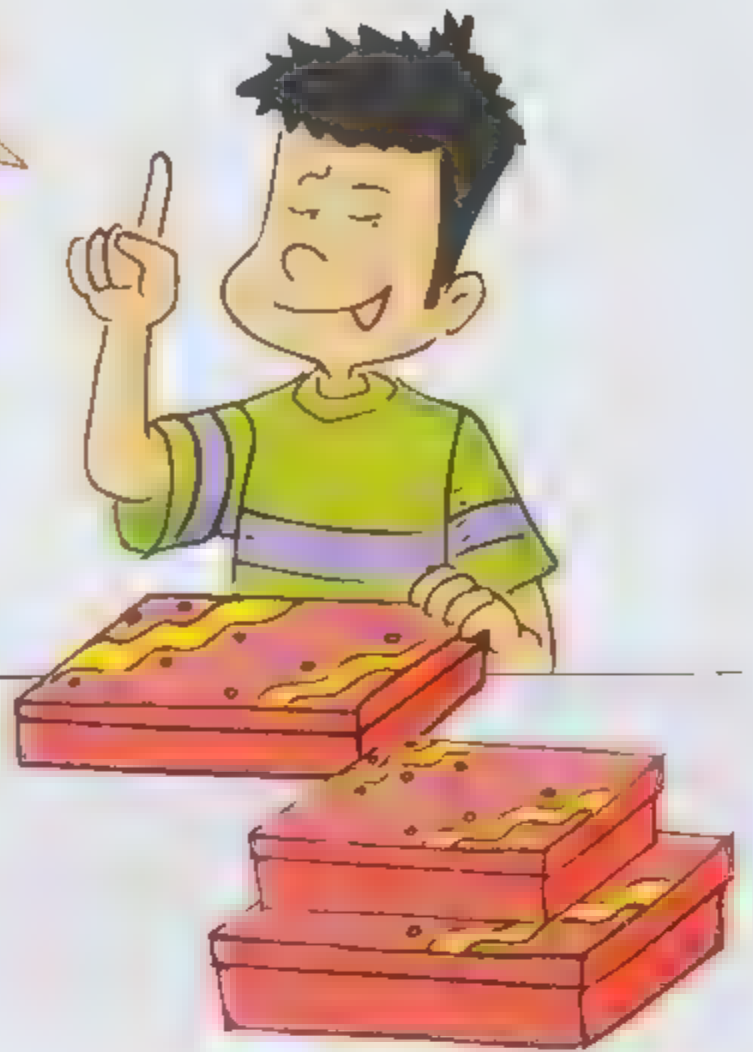
☐ $42 \div 6 = \underline{\hspace{2cm}}$

☐ $6 \times 6 = \underline{\hspace{2cm}}$

☐ $48 \times 6 = \underline{\hspace{2cm}}$

☐ $48 \div 6 = \underline{\hspace{2cm}}$

There are marbles in each group.



Solve the problems.

- ③① Each pumpkin costs \$4. How much do 8 pumpkins cost?

\$ _____

- ③② Each basket holds 7 apples. How many baskets are needed to hold 28 apples?

_____ baskets

- ③③ If Joey shares a box of 27 cards with 2 friends, how many cards will each child get?

_____ cards

- ③④ *A bag can hold 5 cookies. How many cookies are there in all in 7 bags?*

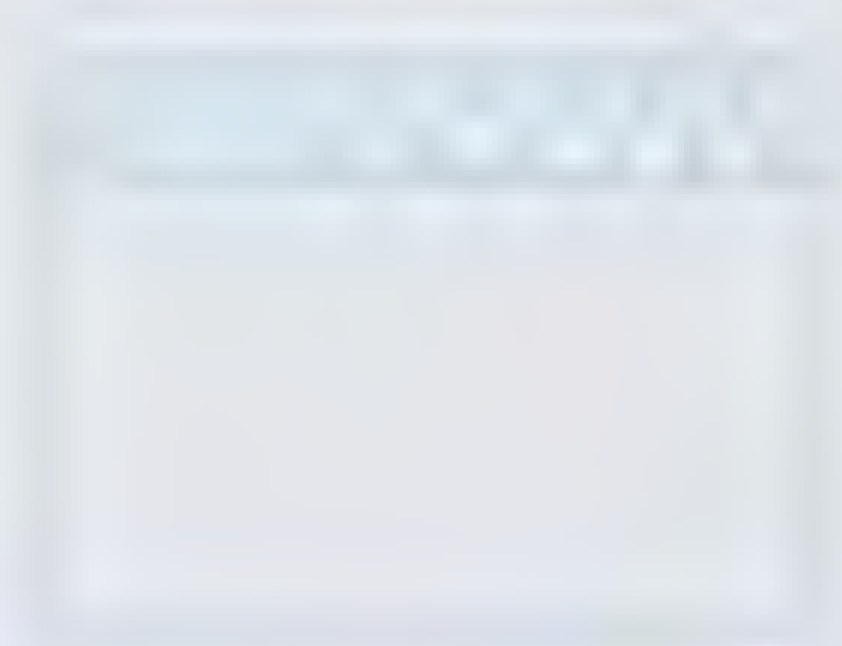
_____ = _____

_____ cookies

- ③⑤ *How many bags are needed to hold 49 cookies?*

_____ = _____

_____ bags



Fractions

- Divide whole objects and sets of objects into equal parts.
- Identify the parts using fractional names.
- Compare and order fractions.

You have this and I will have the rest.



What? I can only have one sixteenth of the pizza?

Draw lines to cut each shape into equal parts. Then do the colouring and fill in the blanks.

①

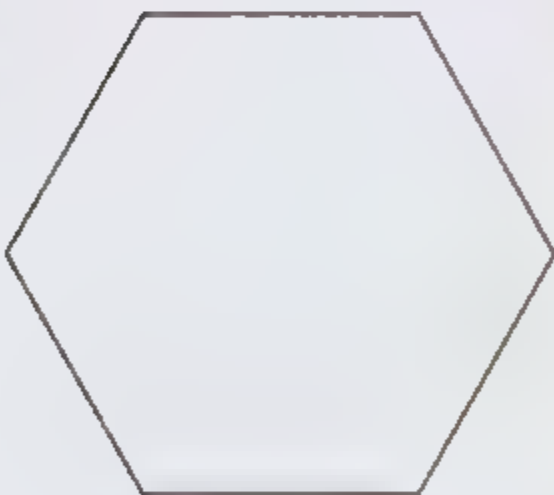


Cut it into 8 equal parts and colour 2 parts.



Two _____ of the square is coloured.

②



Cut it into 6 equal parts and colour 5 parts.



Five _____ of the hexagon is coloured.

③



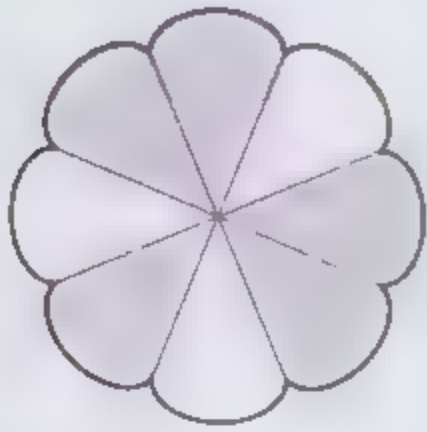
Cut it into 10 equal parts. Then colour 2 parts blue and 5 parts orange.



Two _____ of the rectangle is blue and five _____ is orange.

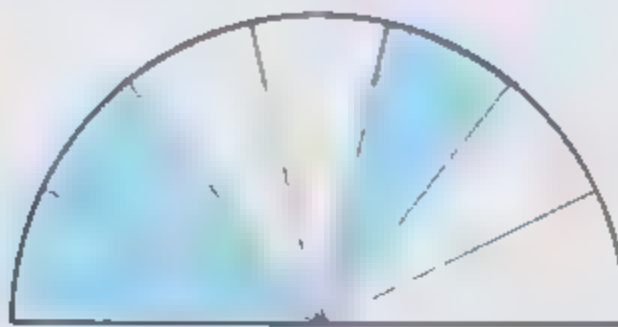
Write a fraction to describe the coloured part in each figure.

④

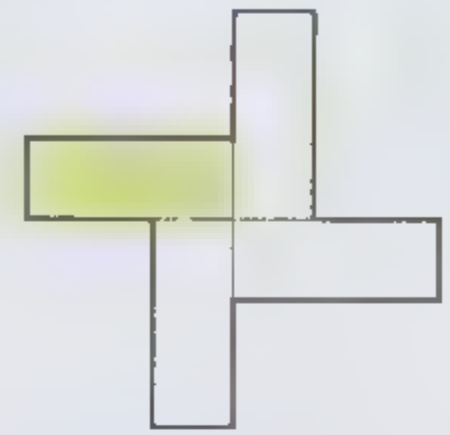


_____ eighths

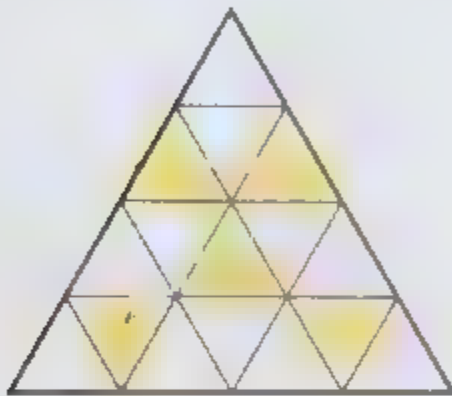
⑤



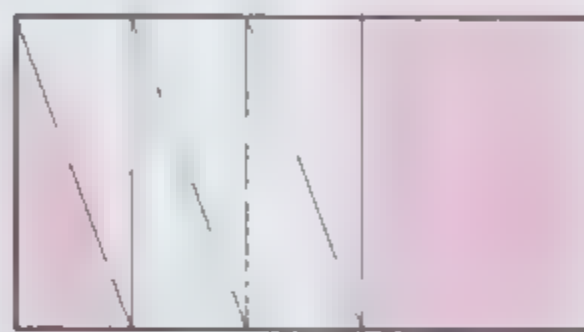
⑥



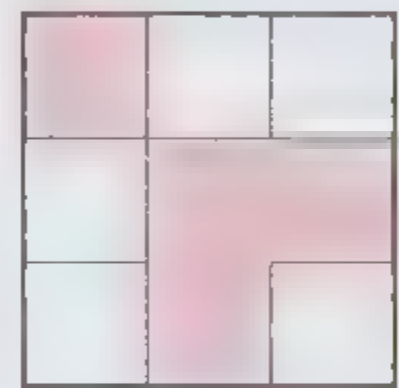
⑦



⑧

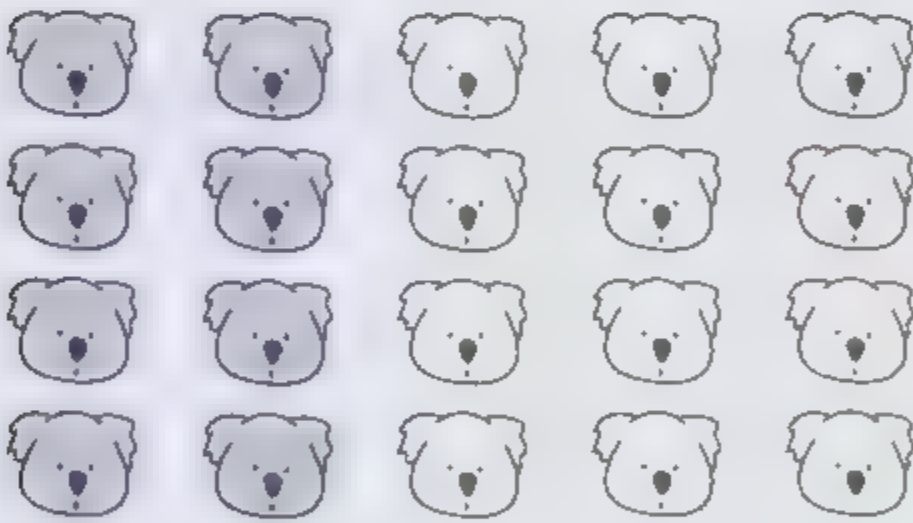


⑨

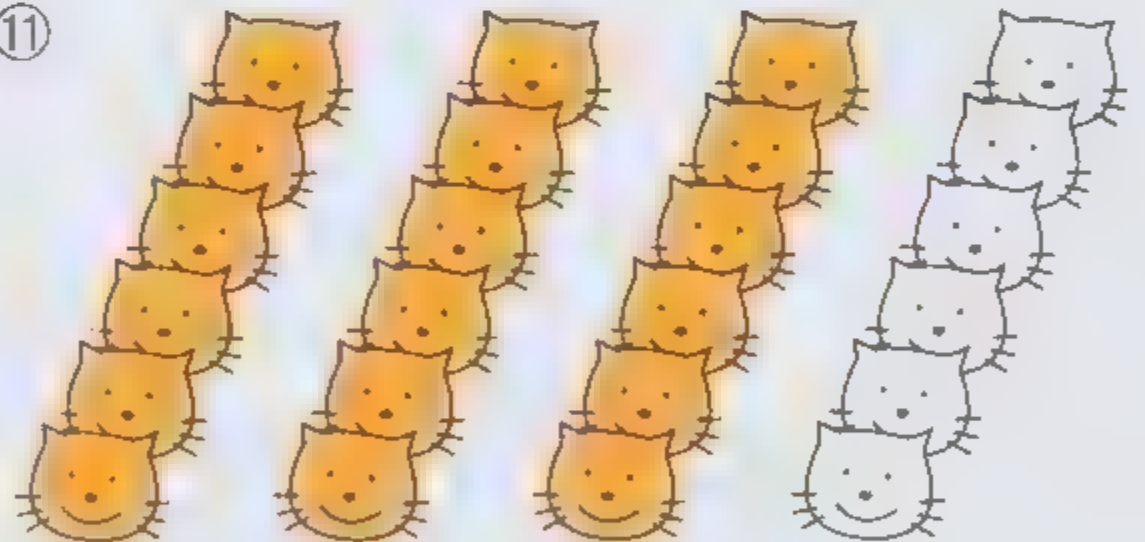


Write a fraction to describe the coloured animals in each group.

⑩



⑪



⑫



⑬



Draw lines to divide the items in each group into equal parts. Then colour the parts and fill in the blanks with fractional names.

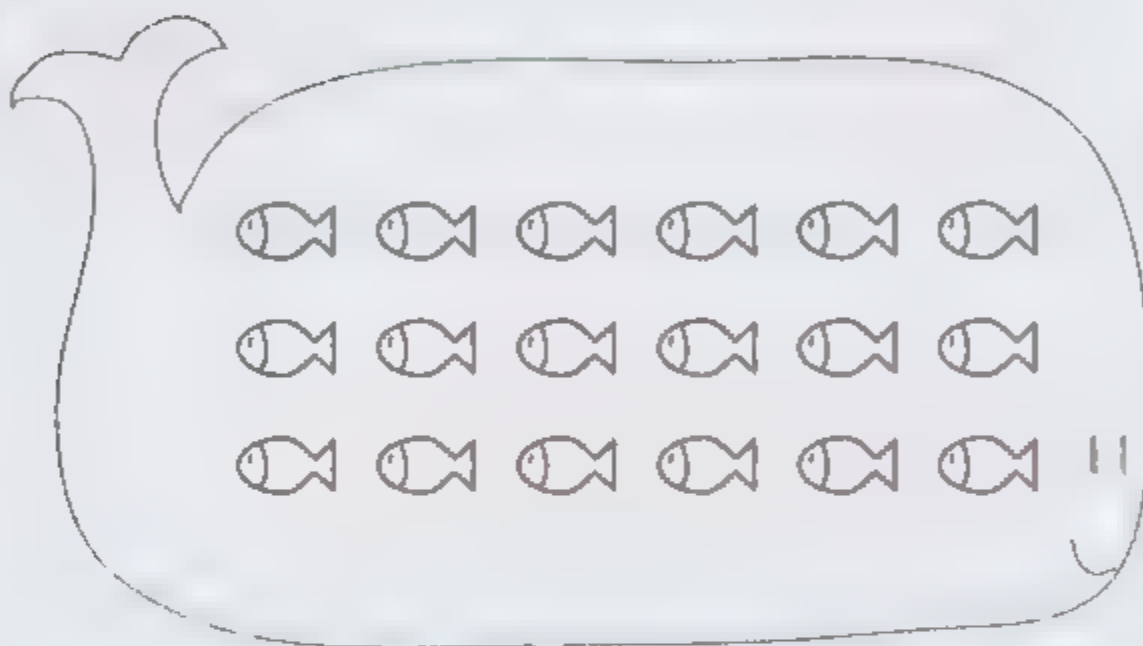
⑭



Divide the worms into 8 equal parts and colour 3 parts.

Three _____ of the worms are coloured.

⑮



Divide the fish into 6 equal parts and colour 2 parts.

_____ of the fish are coloured.

⑯



Divide the shells into 5 equal parts and colour 4 parts.

_____ of the shells are coloured.

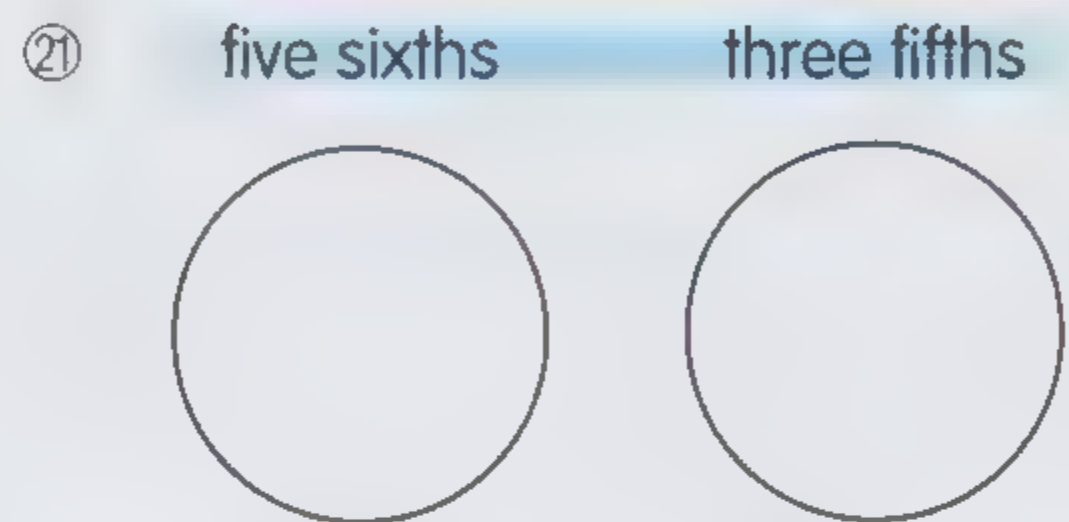
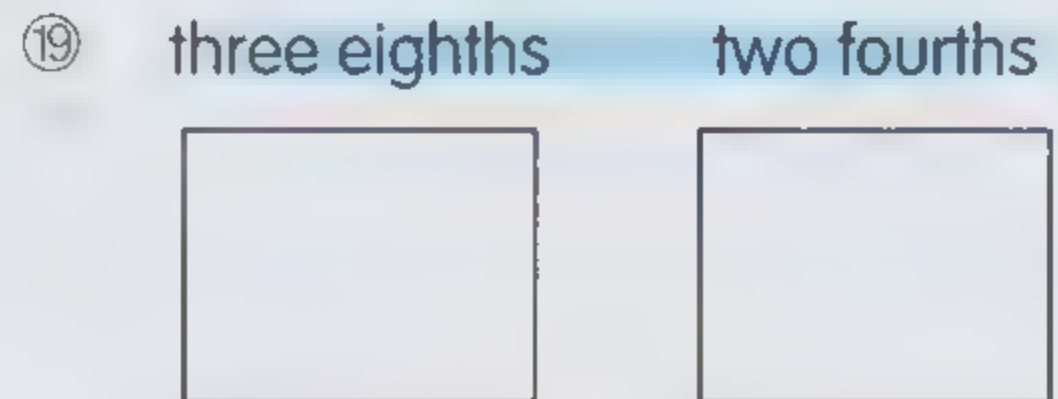
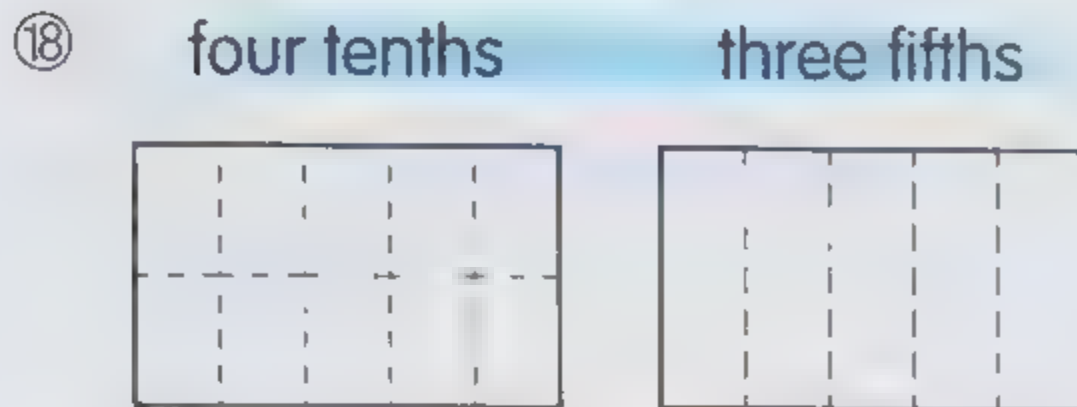
⑰



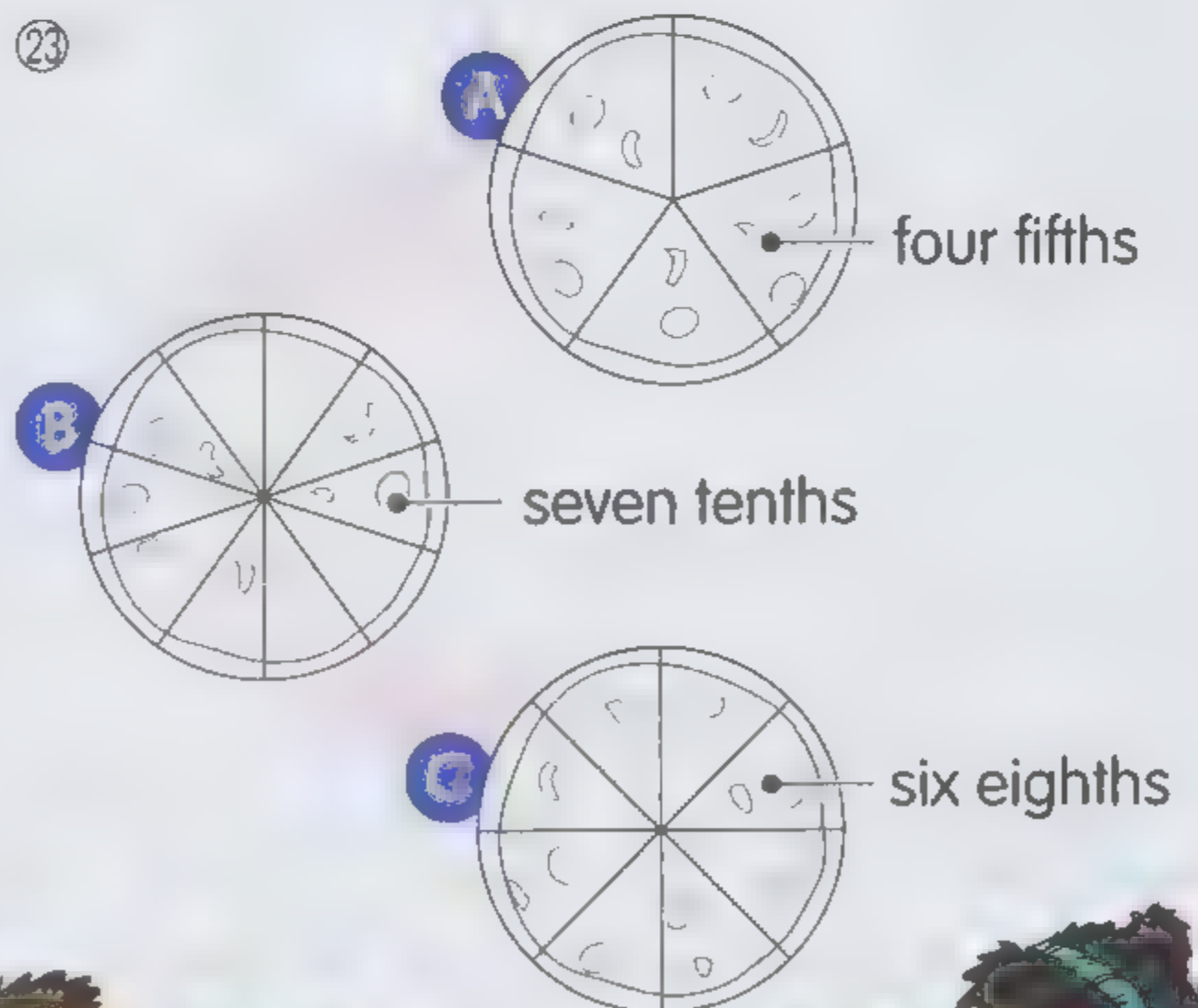
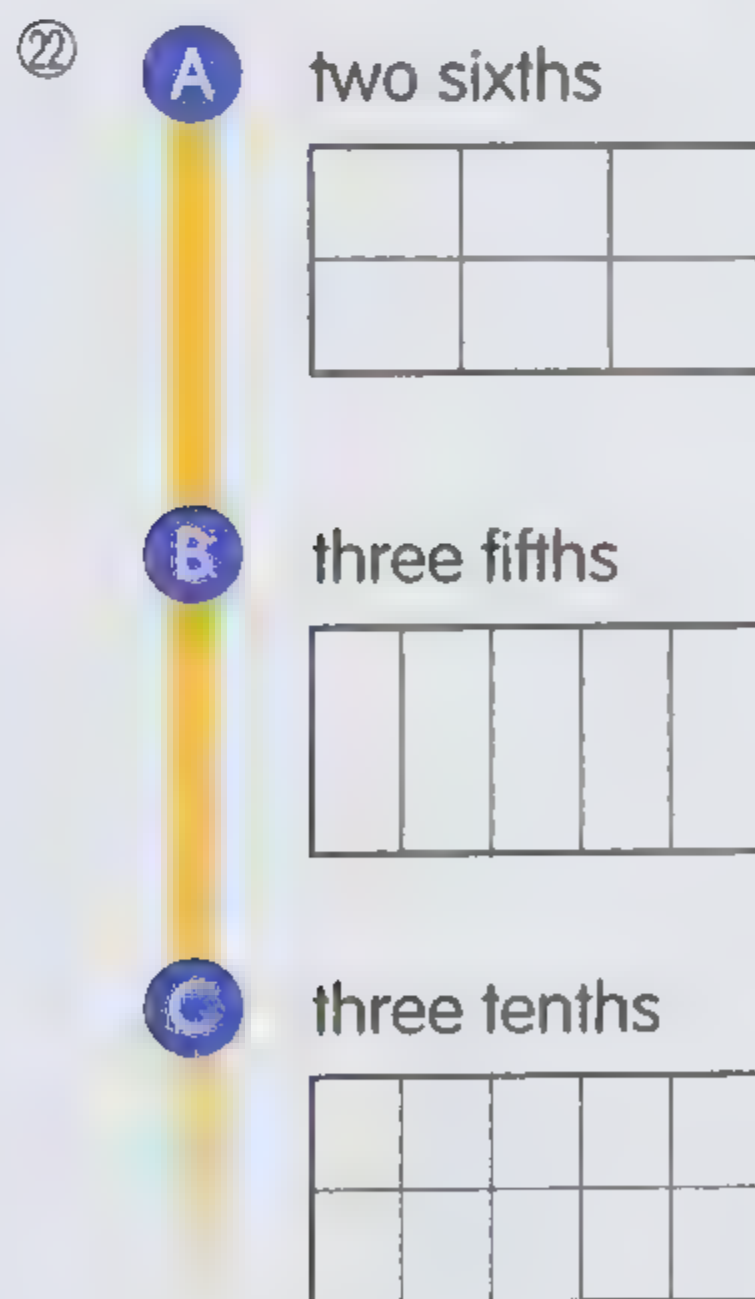
Divide the stars into 3 equal parts and colour 2 parts.

_____ of the stars are coloured.

Draw lines and colour the correct number of parts of the diagrams to match the fractions. Then circle the greater fraction.

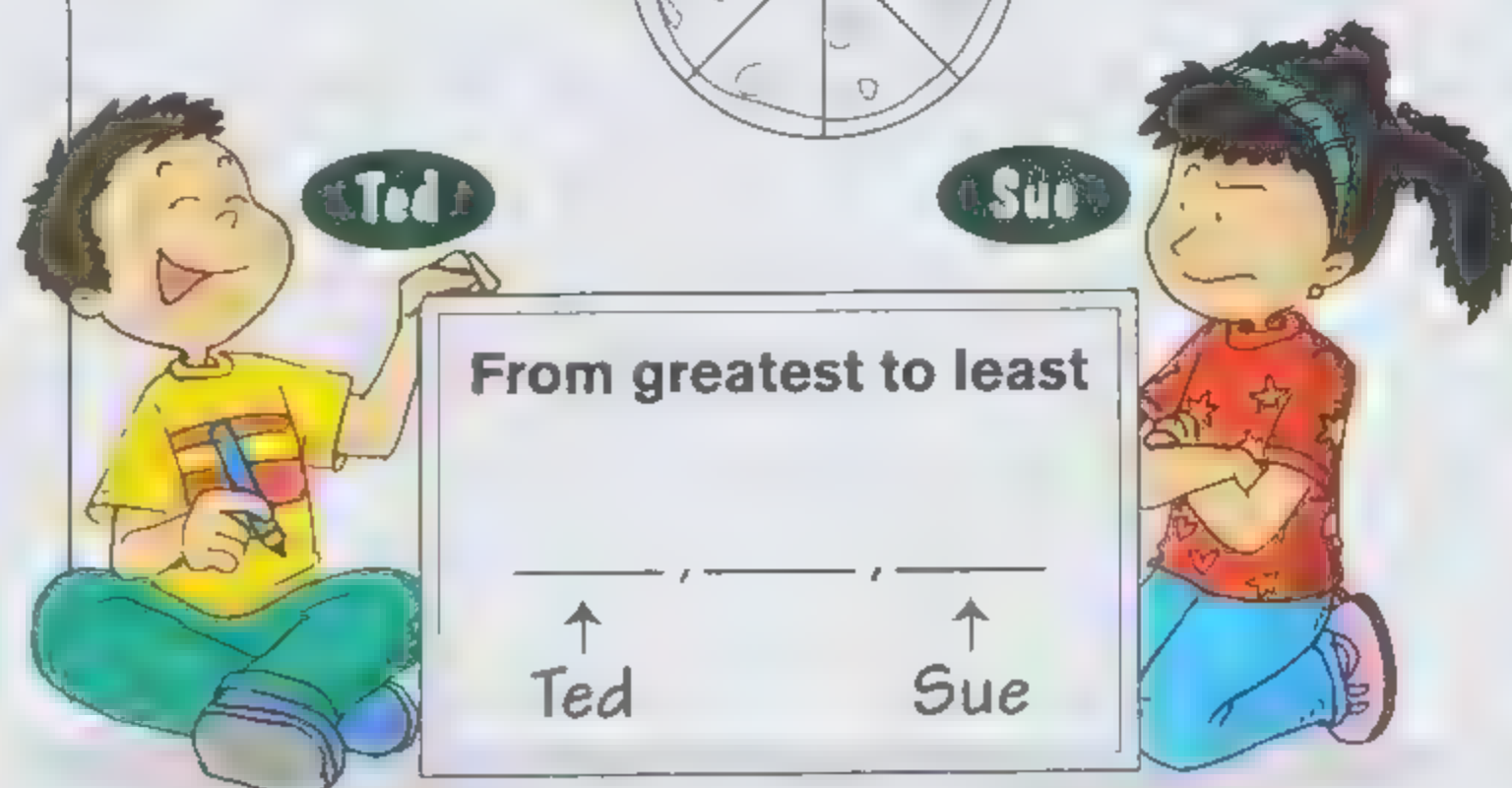


Colour the correct number of parts to match each fraction. Then put the fractions in order. Write the letters.



From greatest to least:

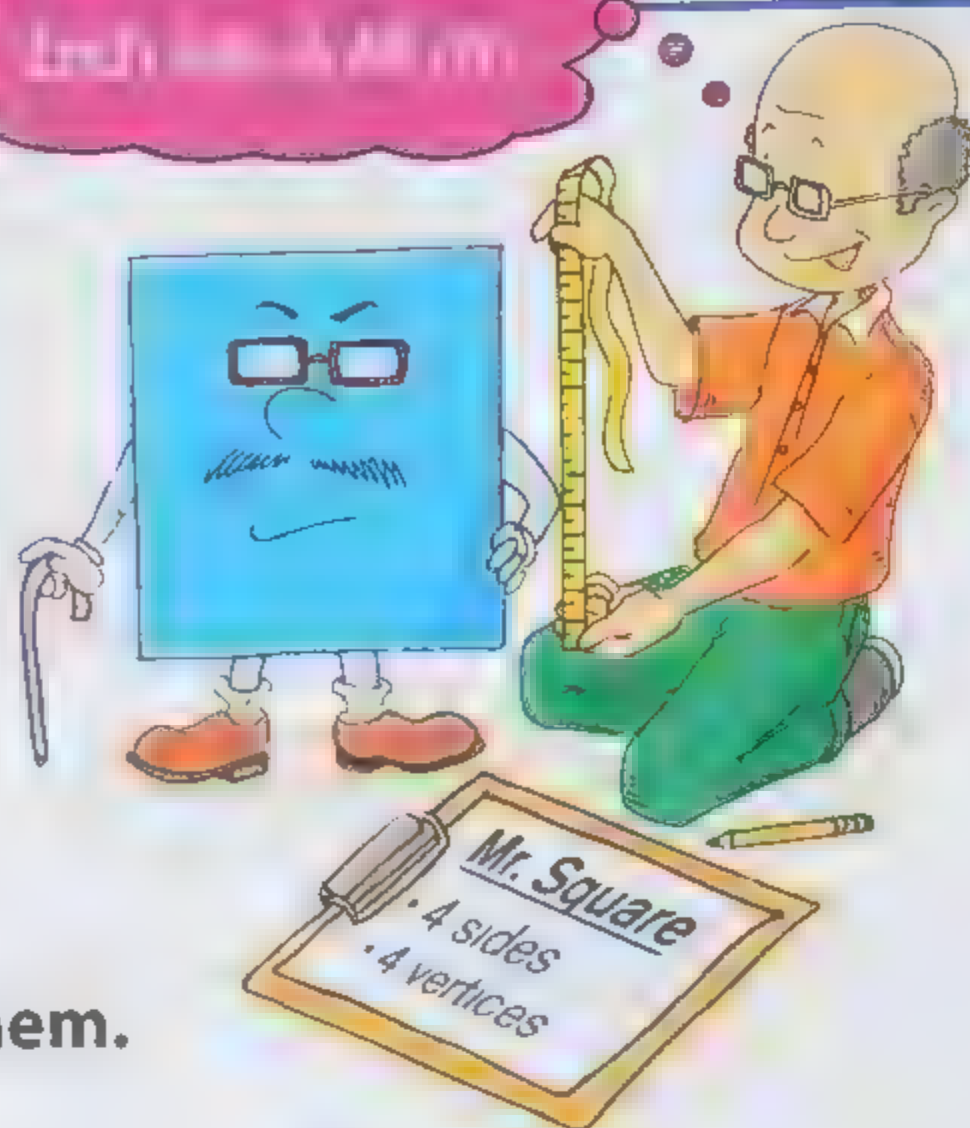
_____ , _____ , _____



Let's learn a little more!

2-D Shapes (1)

- Identify and compare polygons.
- Sort polygons by geometric properties, such as number of sides and side lengths.
- Identify congruent 2-D shapes.

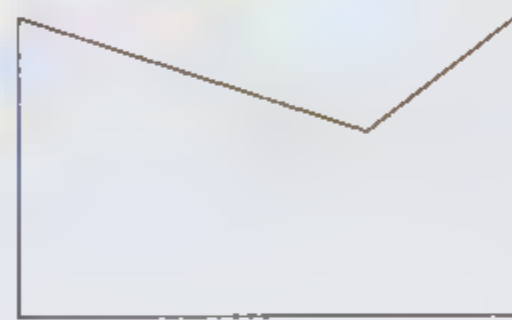


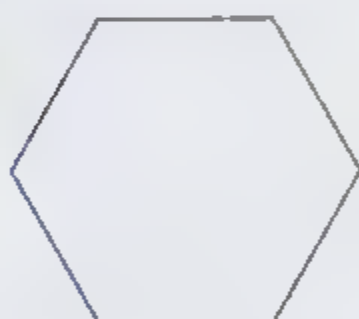
Colour and name the polygons. Then sort them.

①



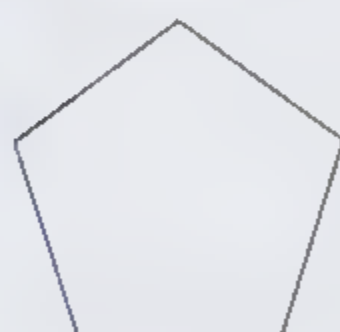
















②

Polygon	
Irregular	Regular



Draw the missing side of each shape. Circle the vertices. Then record the number of sides and the number of vertices.



- _____ sides
- _____ vertices



- _____ sides
- _____ vertices



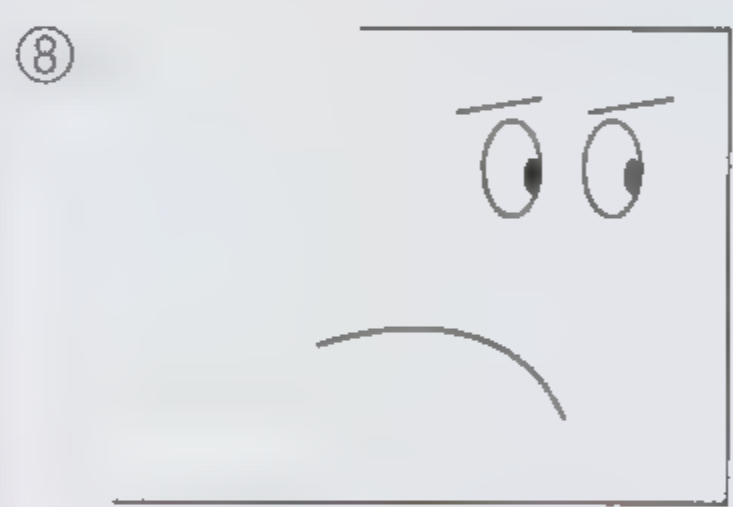
- _____ sides
- _____ vertices



- _____ sides
- _____ vertices



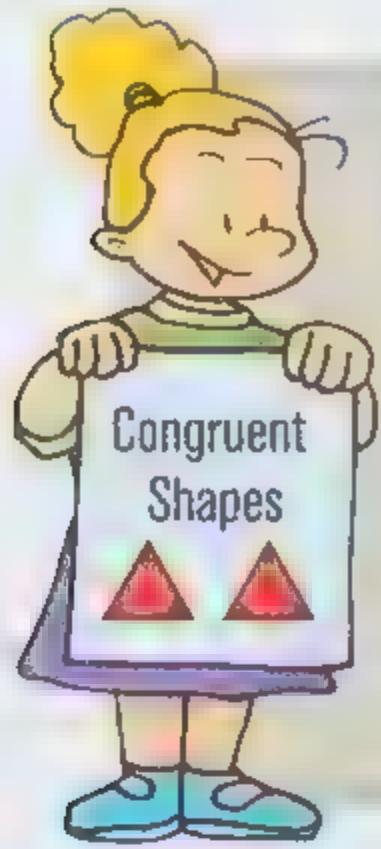
- _____ sides
- _____ vertices



- _____ sides
- _____ vertices

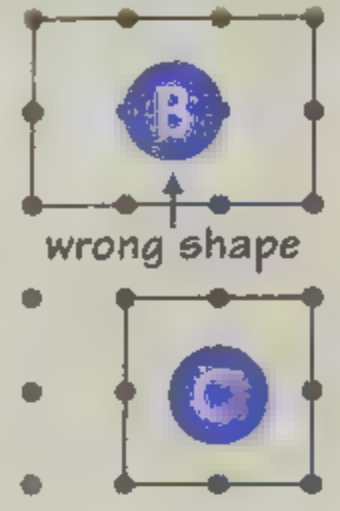
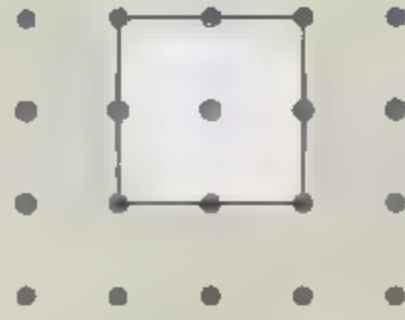
Read each sentence. If it is correct, put a check mark ✓ in the circle; otherwise, put a cross X and correct the number or word in bold to make the sentence true.

- ⑨ A pentagon has 5 sides and **6** vertices. ; _____
- ⑩ A **triangle** has 4 vertices and 4 equal sides. ; _____
- ⑪ An octagon has **8** sides and 8 vertices. ; _____
- ⑫ A hexagon has **1** side more than a pentagon. ; _____



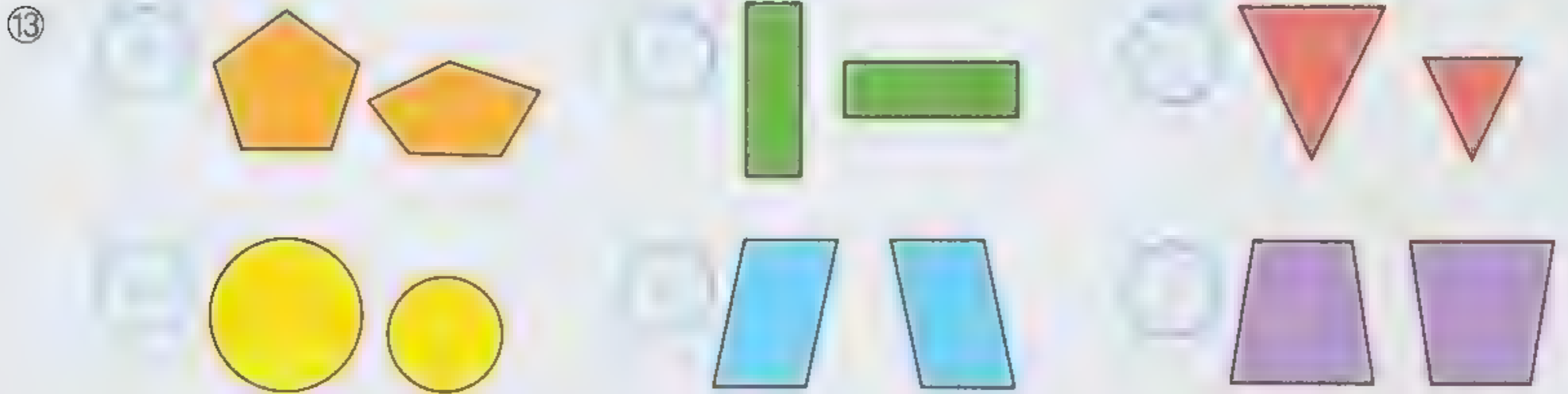
Two shapes are congruent when they have the same size and shape.

e.g. Which shape is congruent to the white square?

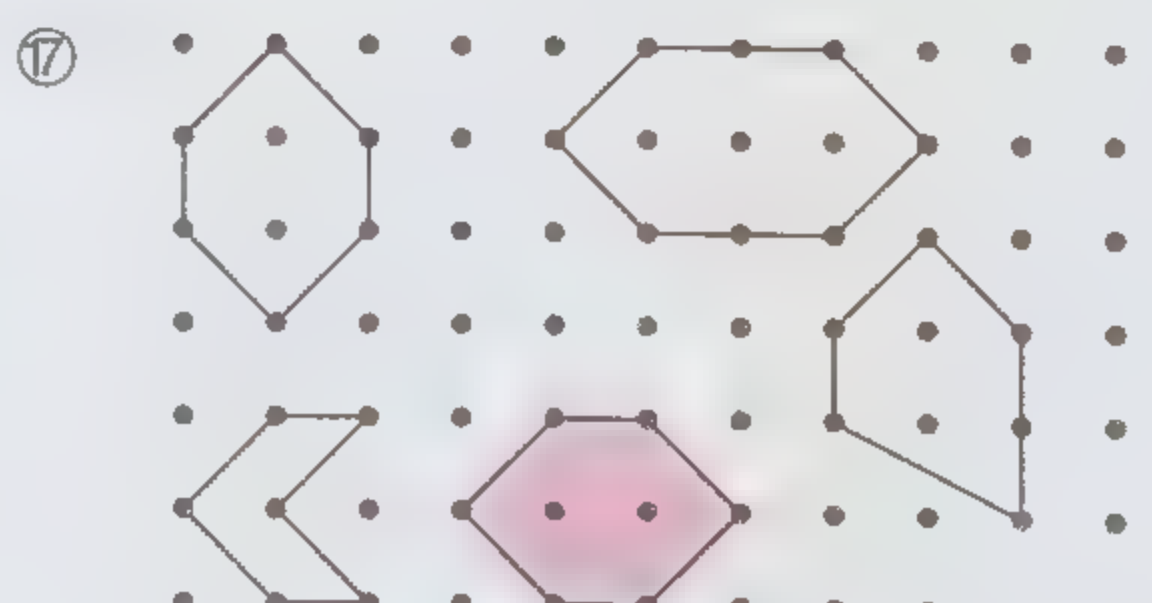
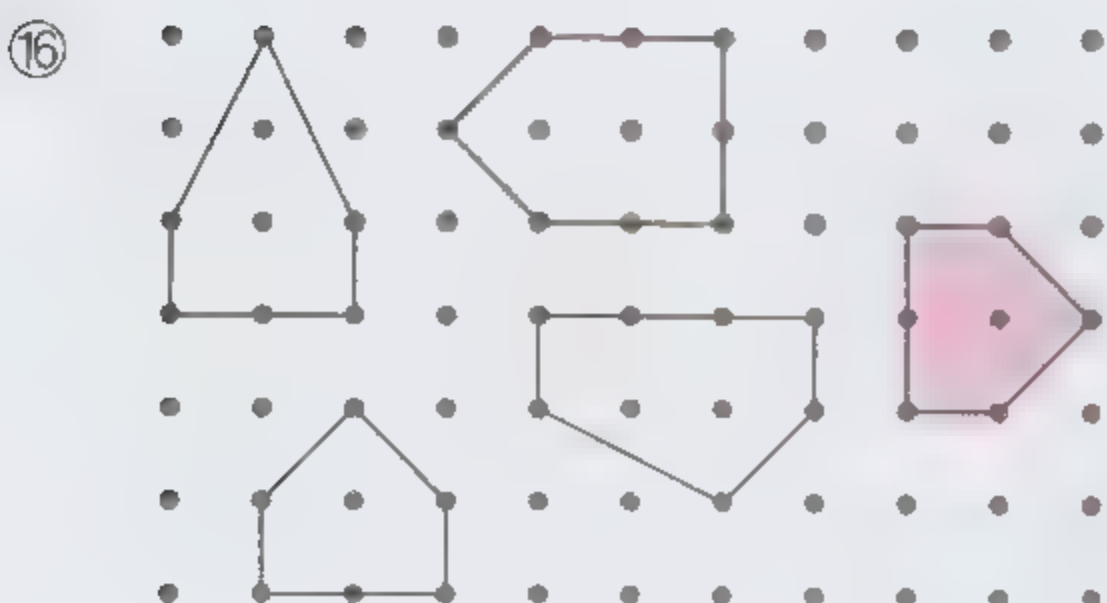
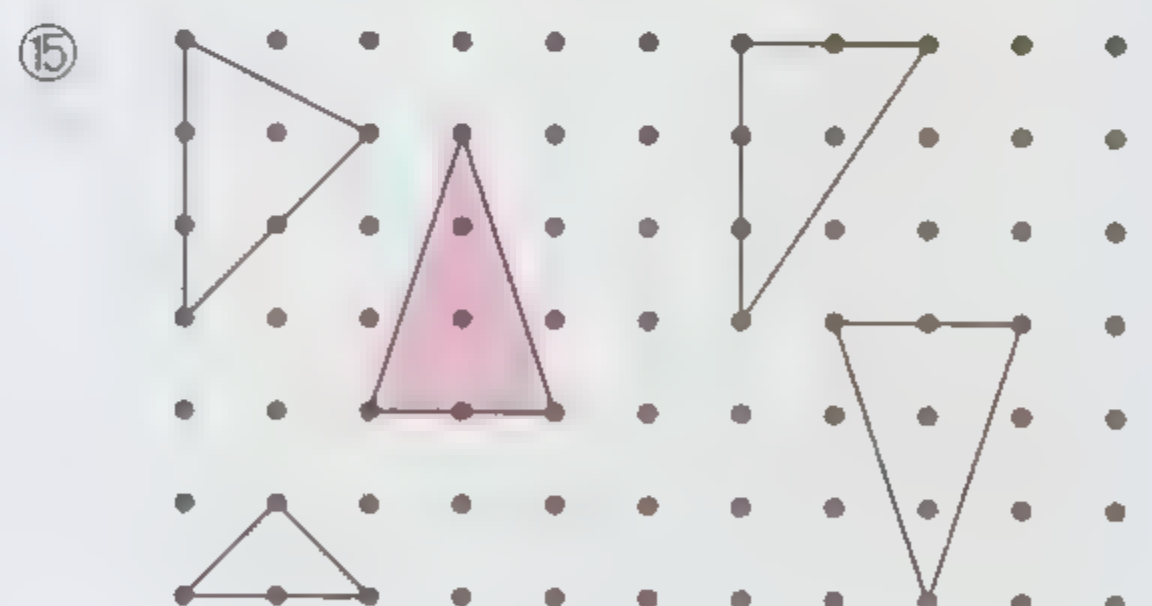
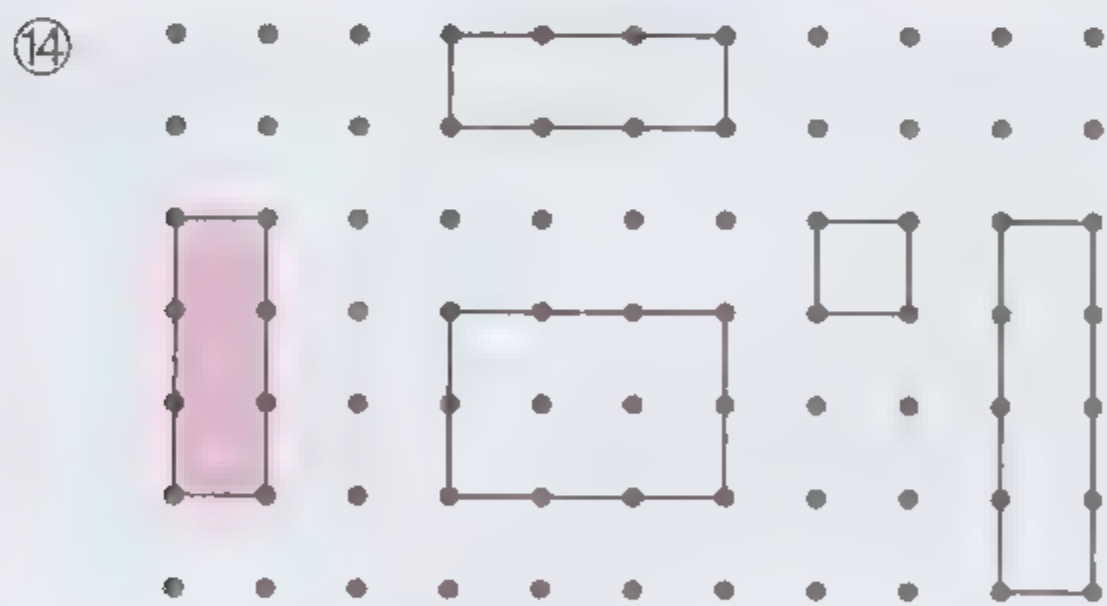


C is congruent to the white square.

Put a check mark ✓ in the circle if the shapes in each pair are congruent.

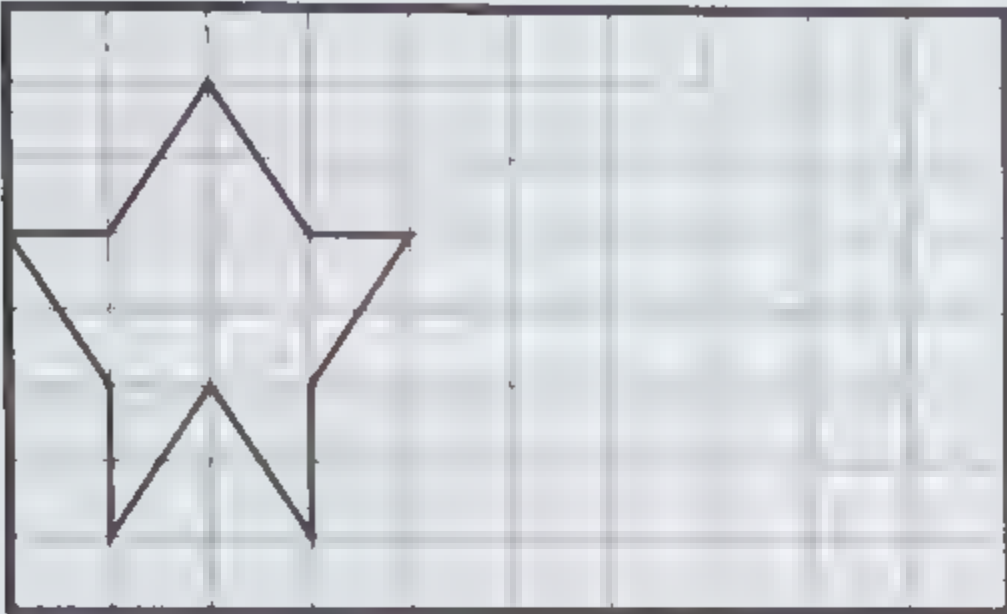


Colour the shape that is congruent to each coloured shape.

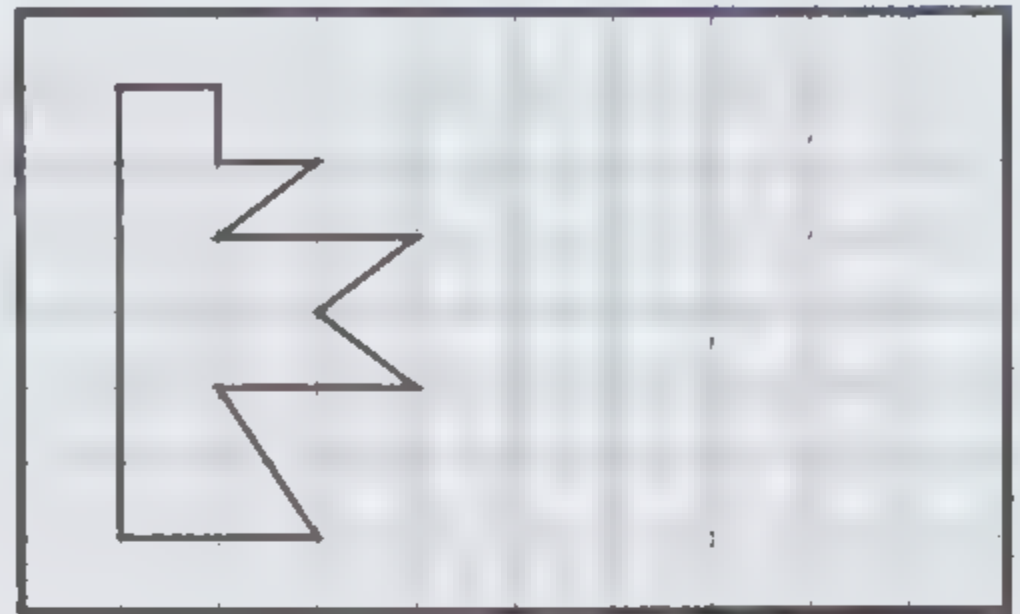


Draw a shape that is congruent to each given figure.

18

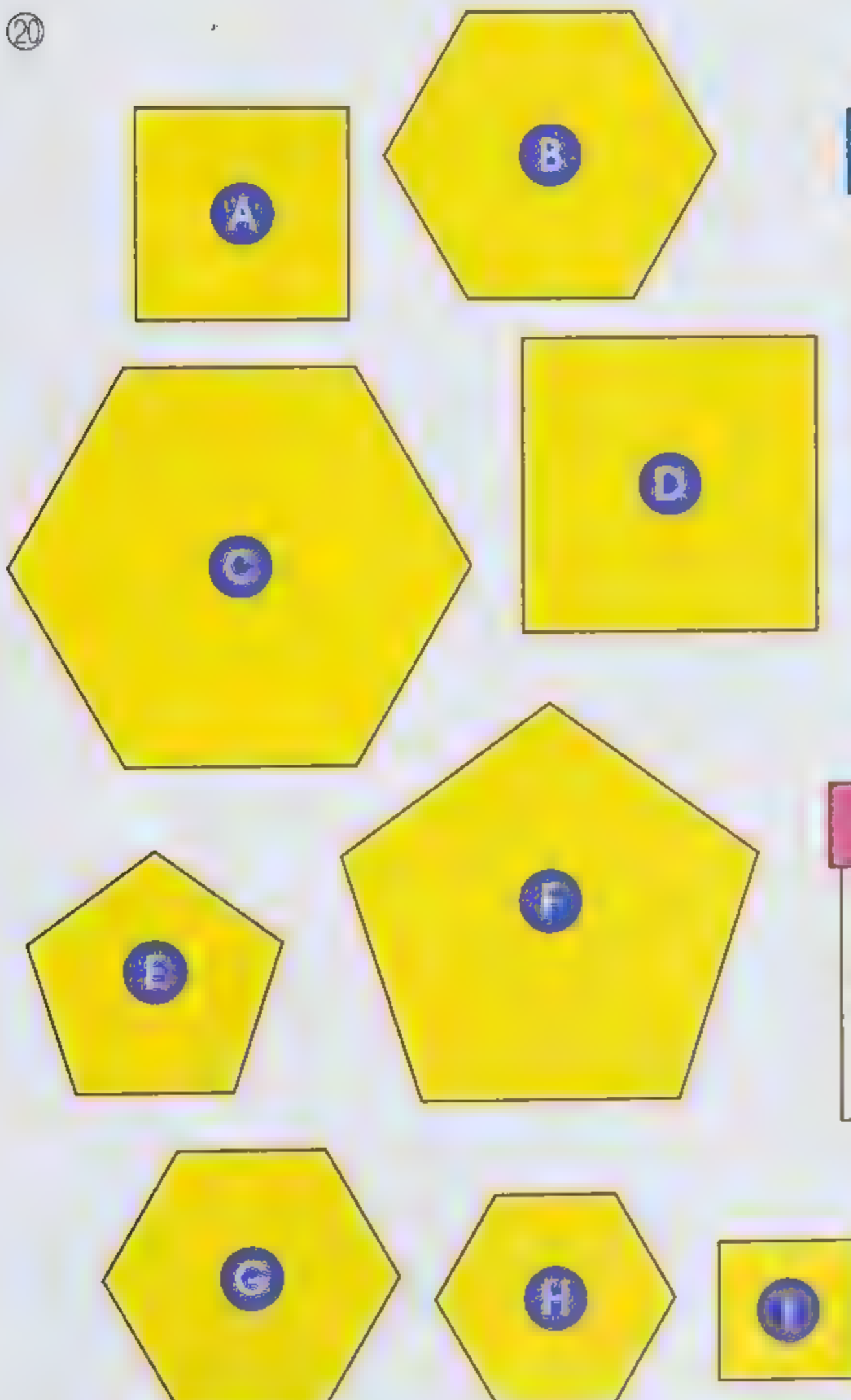


19



Sort the polygons by their side lengths. Write the letters.

20



Square

side length

longer than 2 cm	shorter than 2 cm



Pentagon

side length

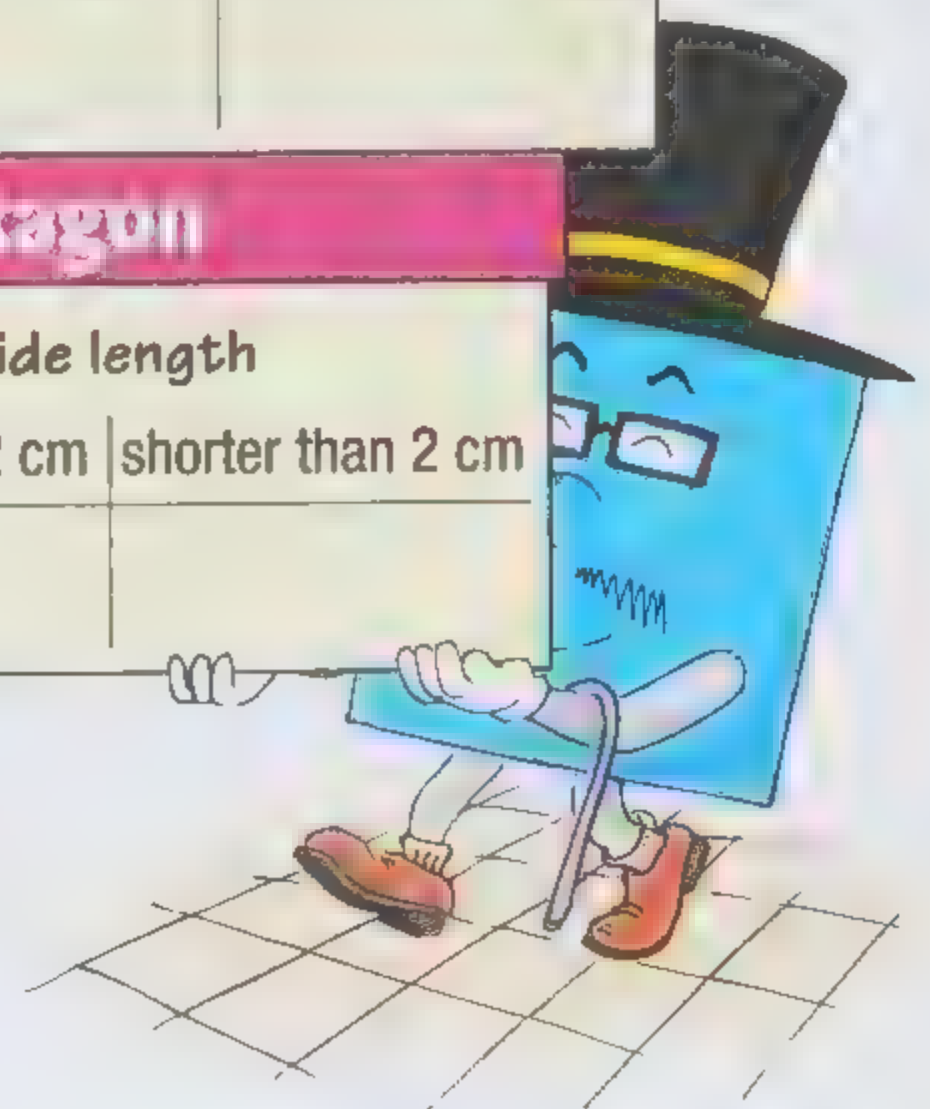
longer than 2 cm	shorter than 2 cm



Hexagon

side length

longer than 2 cm	shorter than 2 cm



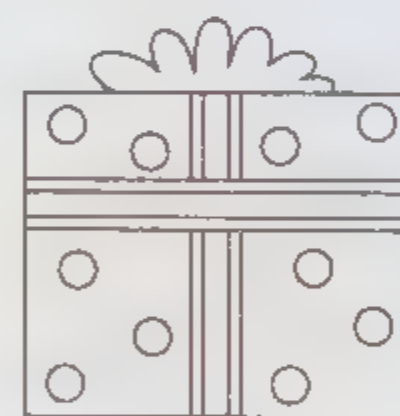
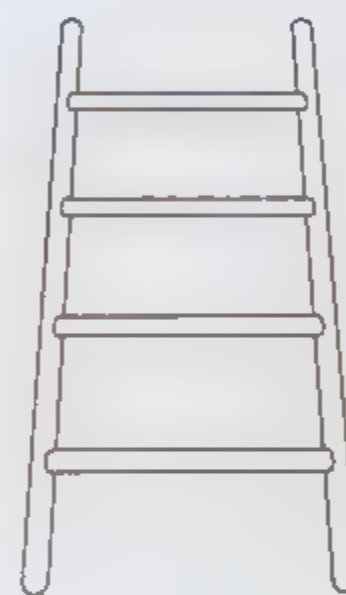
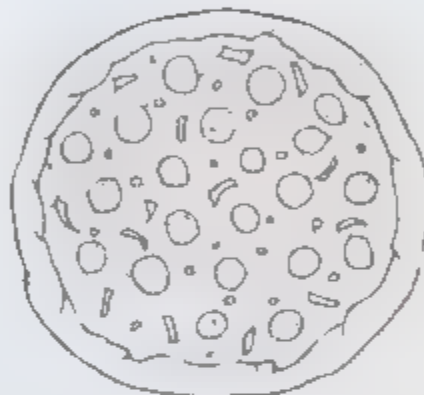
2-D Shapes (2)

- Identify right angles and describe angles.
- Sort polygons by their number of interior angles and right angles.
- Understand the relationship among different types of quadrilaterals.
- Draw symmetrical shapes.



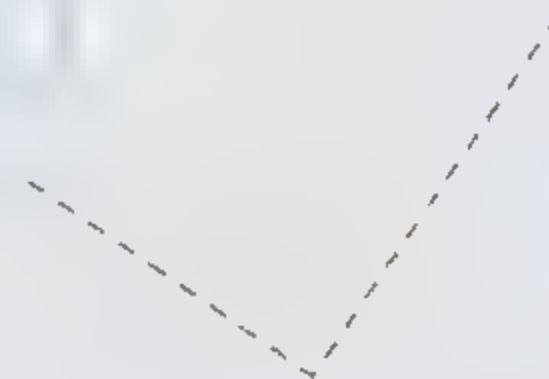
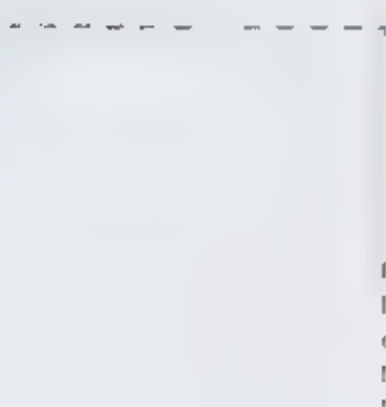
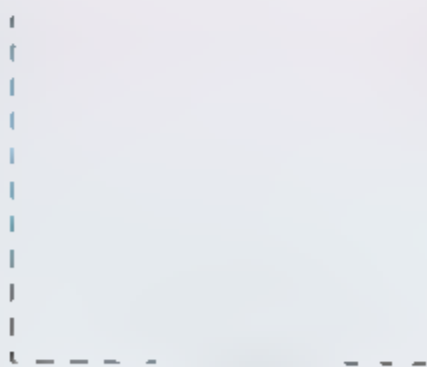
Colour the things that have right angles.

①



Trace the dotted lines. Then check ✓ the right angles.

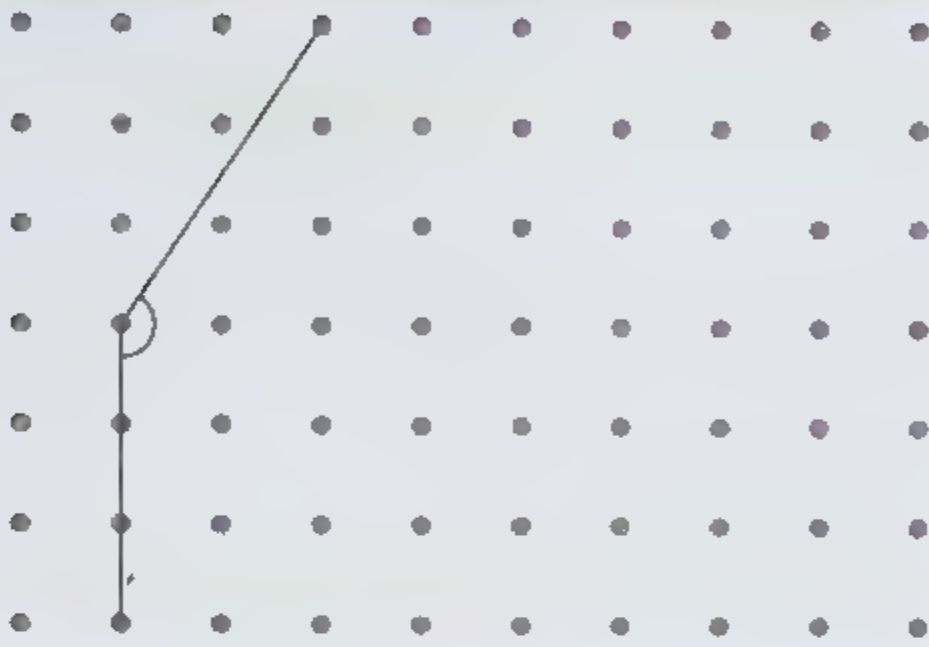
②



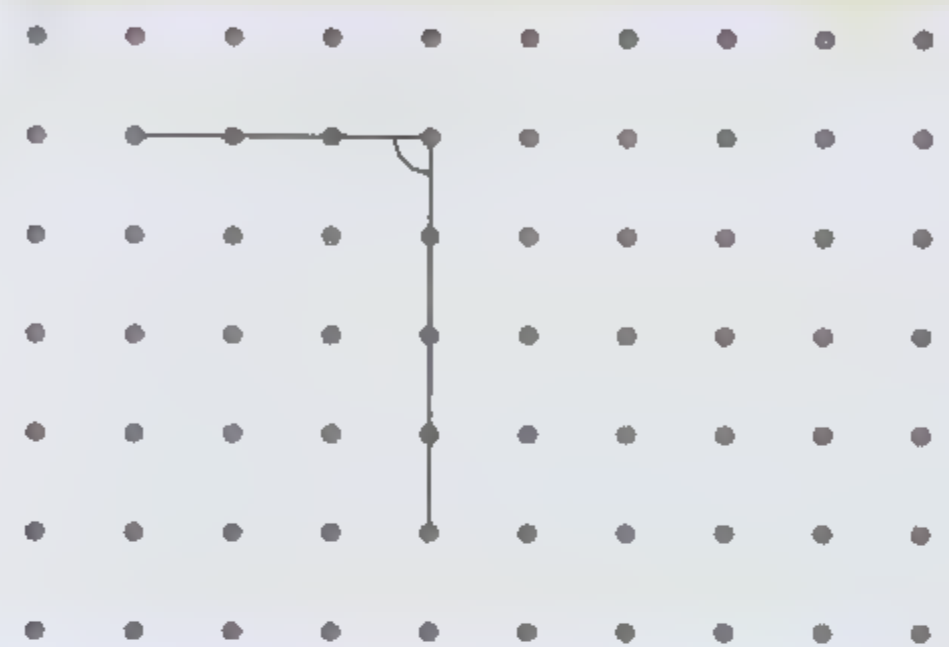
Use the words below to describe the given angles. Then draw another angle for each type.

greater than a right angle a right angle smaller than a right angle

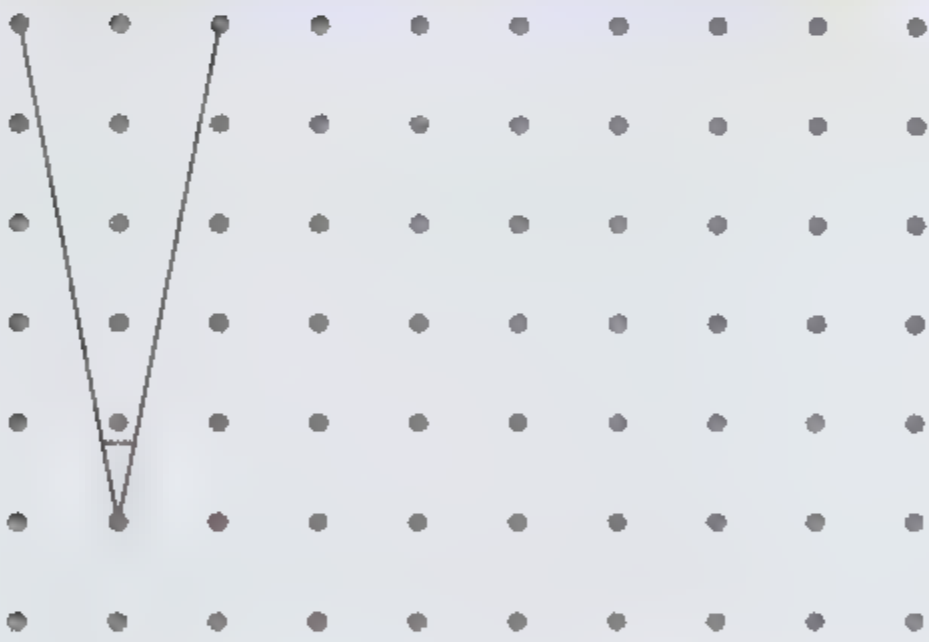
③



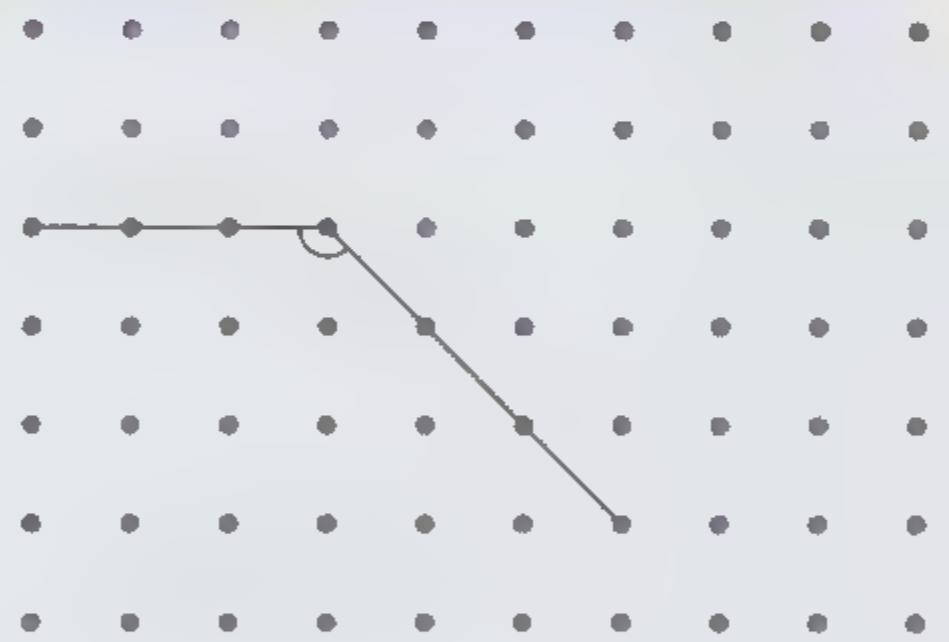
④



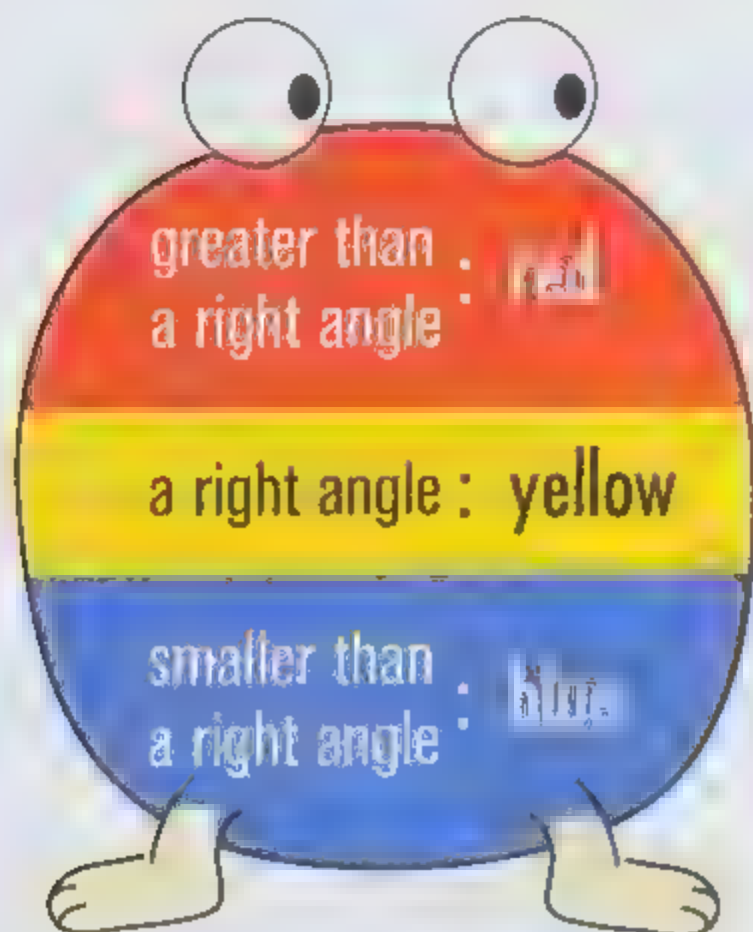
⑤



⑥



Mark the interior angles. Then colour them as specified.



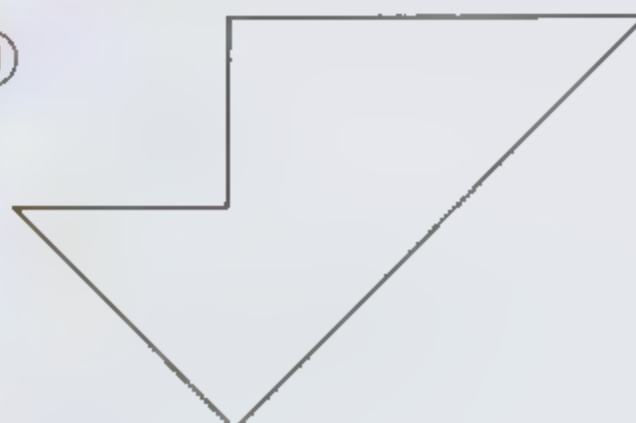
⑦



⑧



⑨



⑩



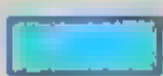
Quadrilateral:

- a polygon with 4 sides

e.g.



Rectangle: a quadrilateral in which opposite sides are equal, and all interior angles are right angles

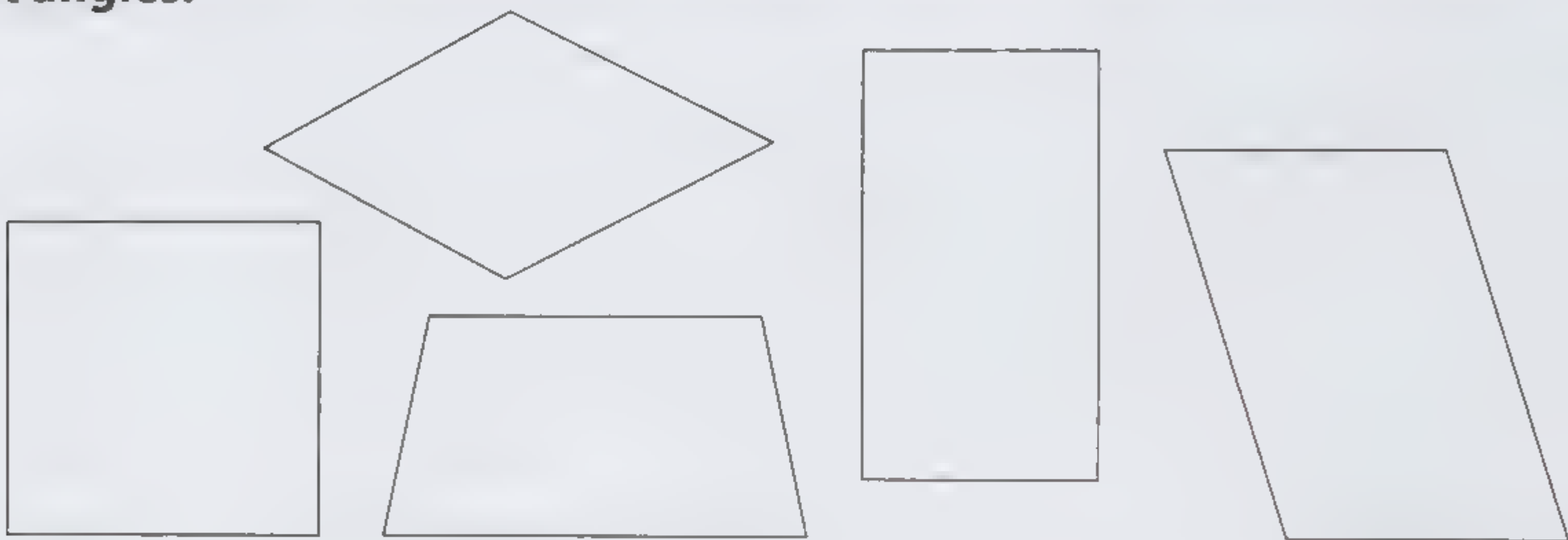


Parallelogram: a quadrilateral whose opposite sides are parallel



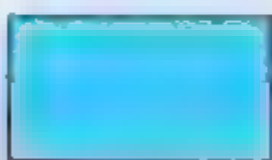
Look at the interior angles of each quadrilateral. Colour them if they are right angles.

⑪

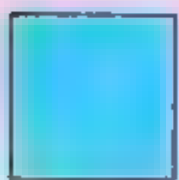


Look at each pair of quadrilaterals. Fill in the blanks and circle the correct answer.

⑫



- 4 sides
- ____ right angles



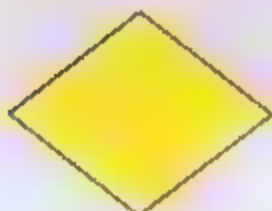
- 4 equal sides
- ____ right angles

A square is / is not a rectangle.

⑬



- opposite sides equal
- ____ pairs of opposite sides

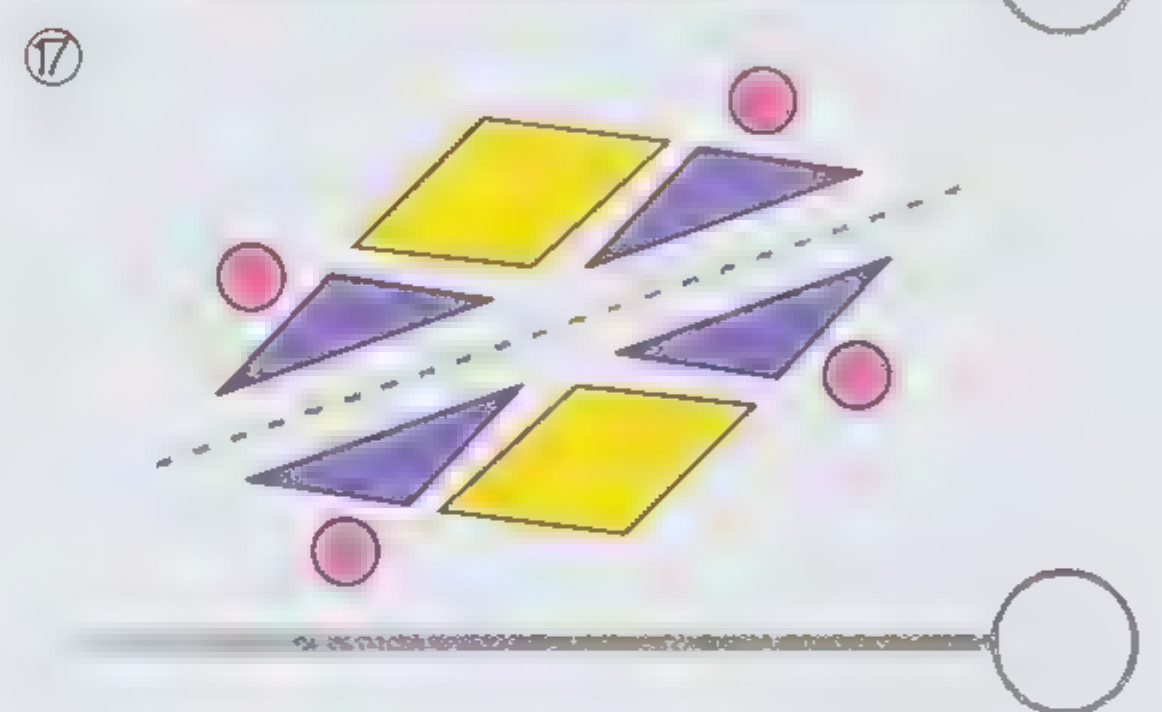
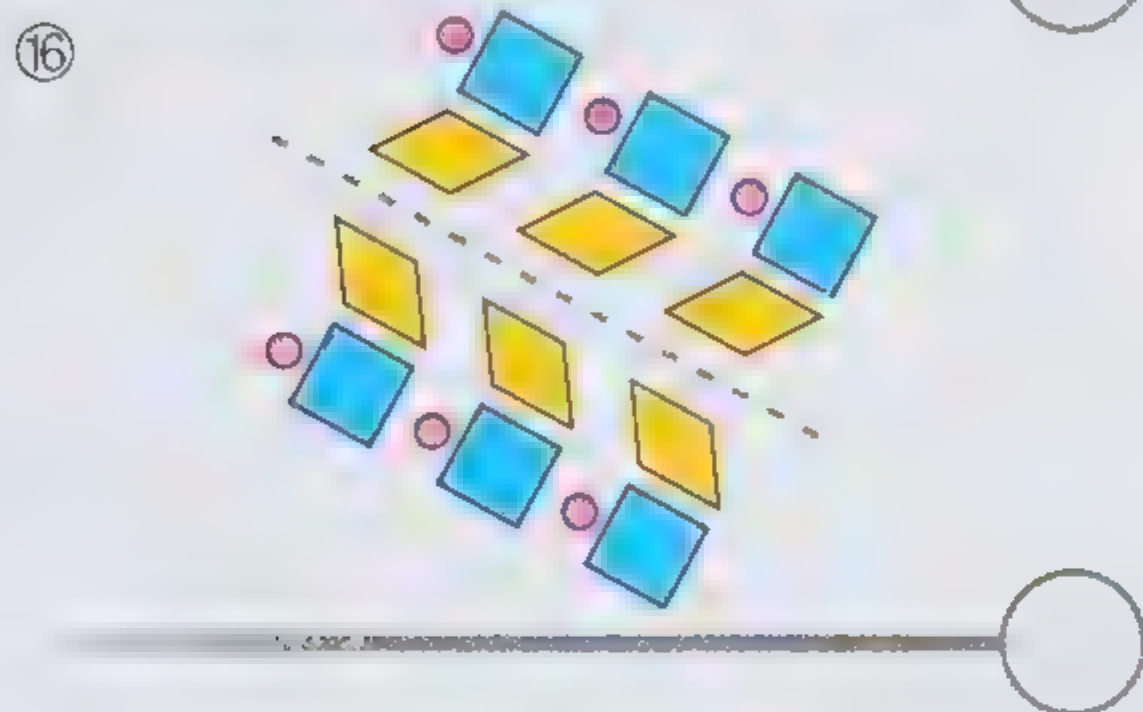
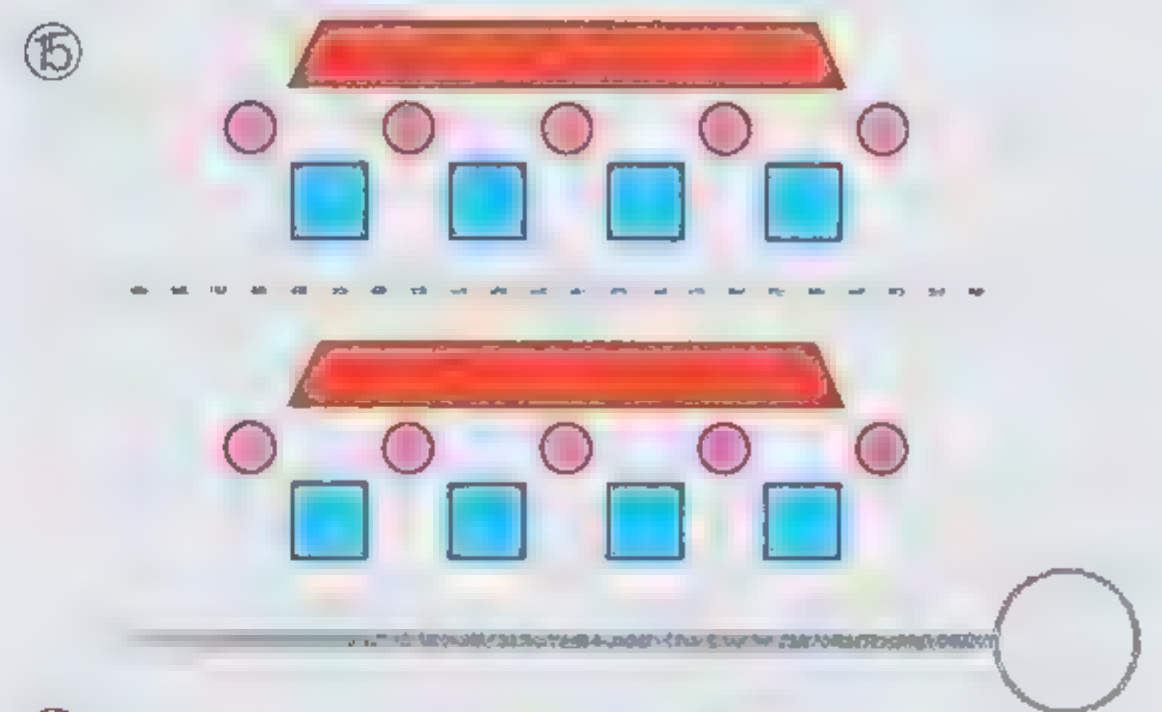
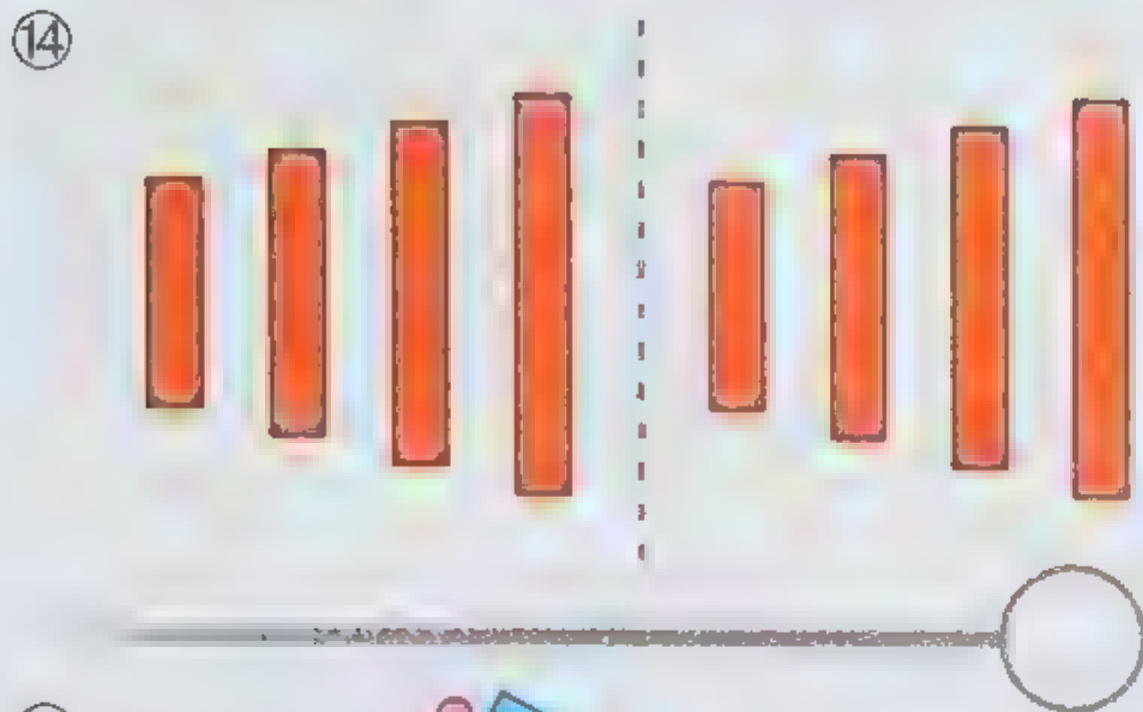


- ____ sides equal
- ____ pairs of opposite sides

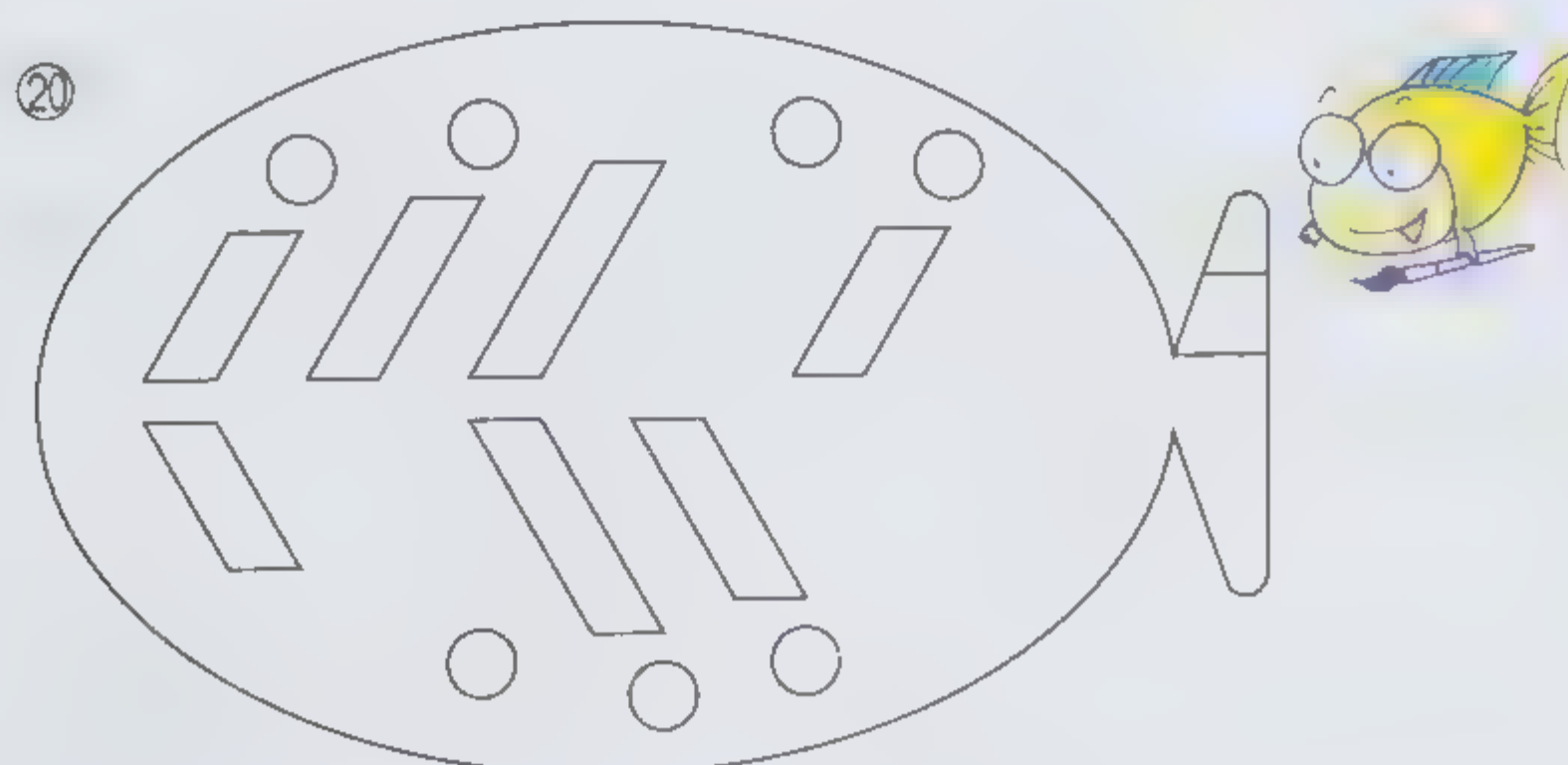
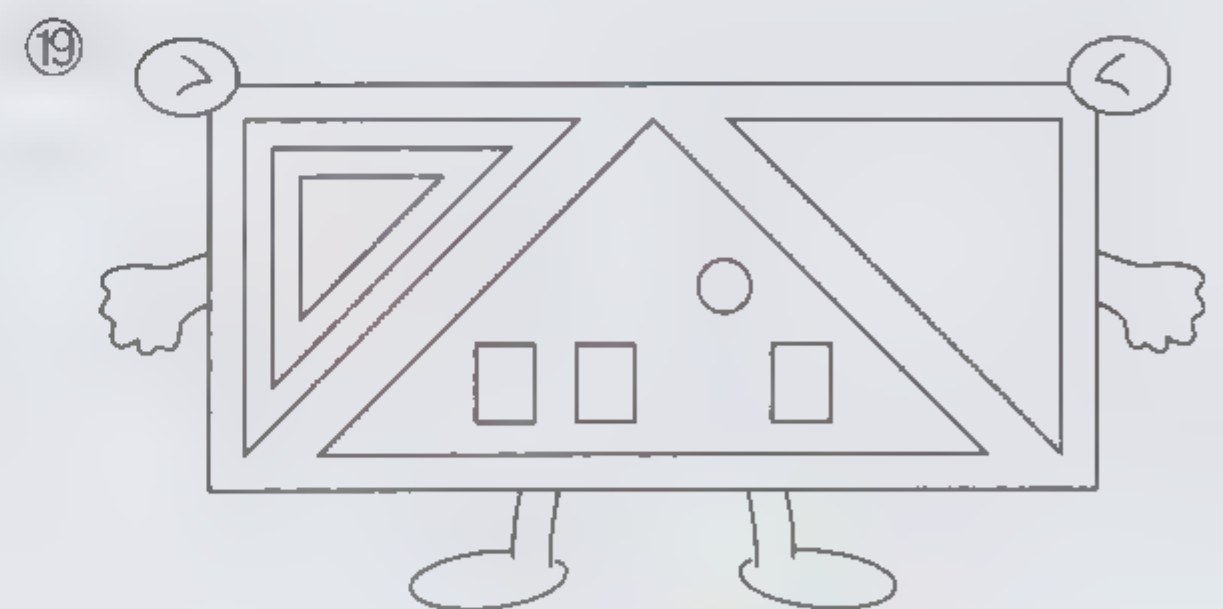
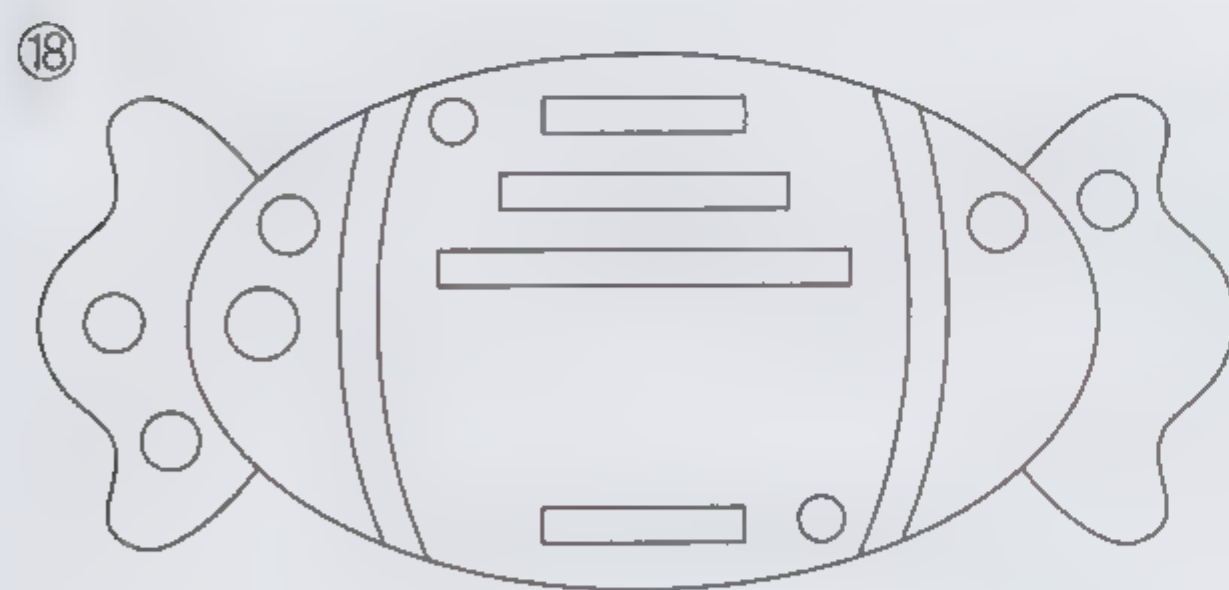
A rhombus is / is not a parallelogram.



Check ✓ the picture if the dotted line is the line of symmetry of each design.

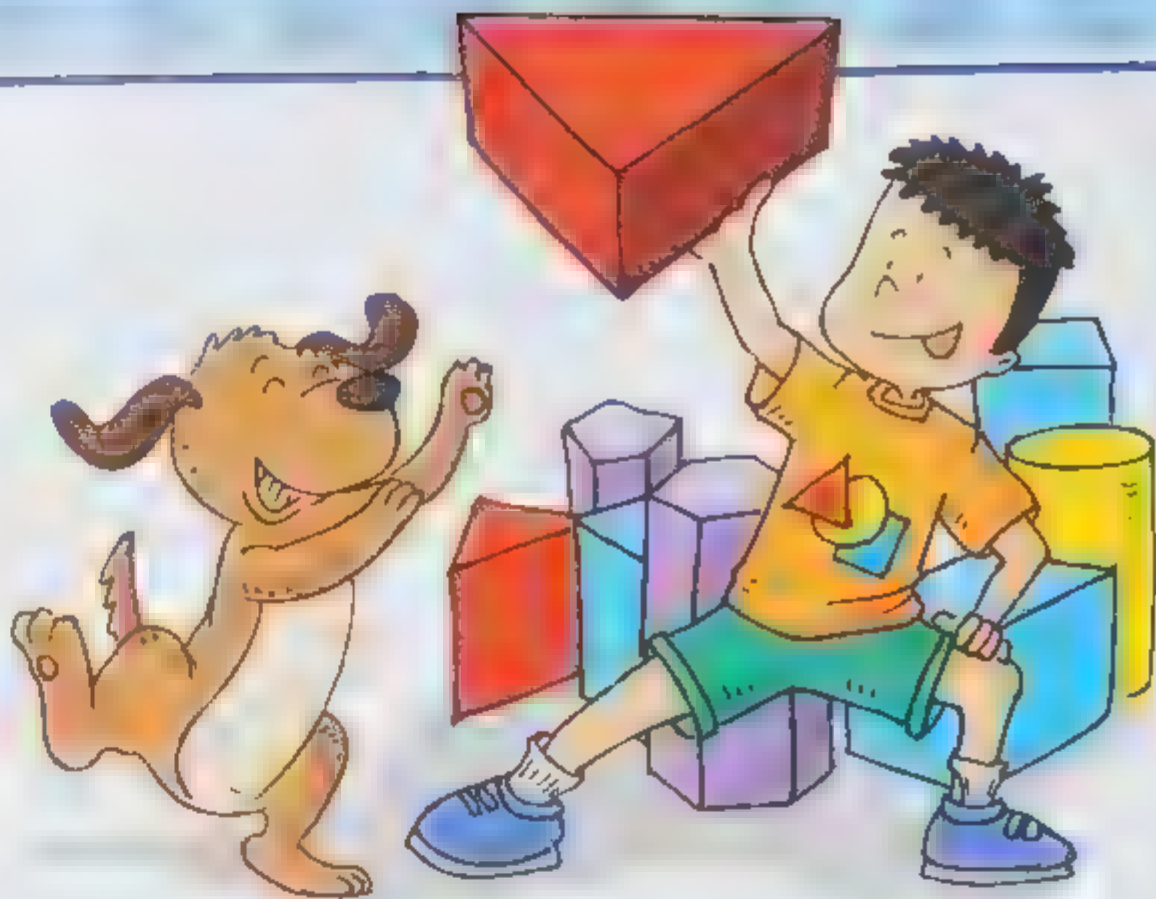


Draw the missing parts of each symmetrical picture.



3-D Figures (1)

- Describe and name prisms and pyramids by the shapes of their bases.
- Sort prisms and pyramids by the number of faces, edges, and vertices.



It is a triangular prism.

Colour the bases of each prism. Then name the shape of the bases and the prism.

①

A

B

C

D

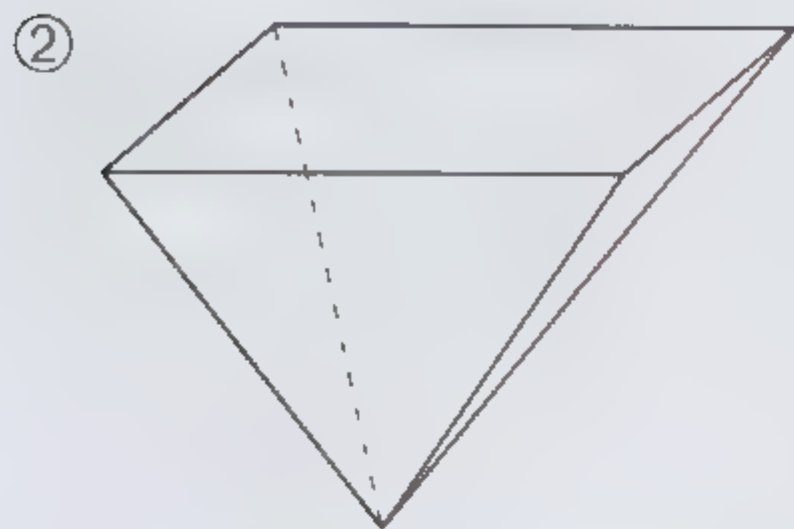
E

F

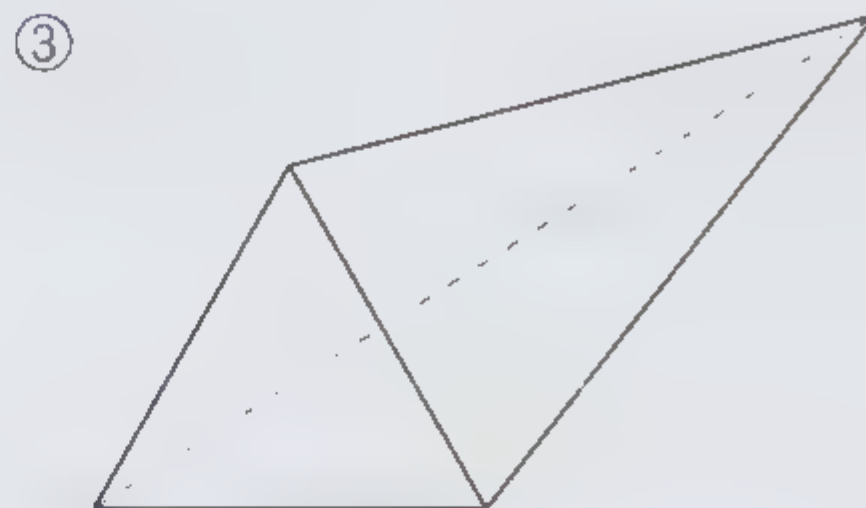
G

Shape of Bases	Name of Prism
A	
B	
C	
D	
E	
F	
G	

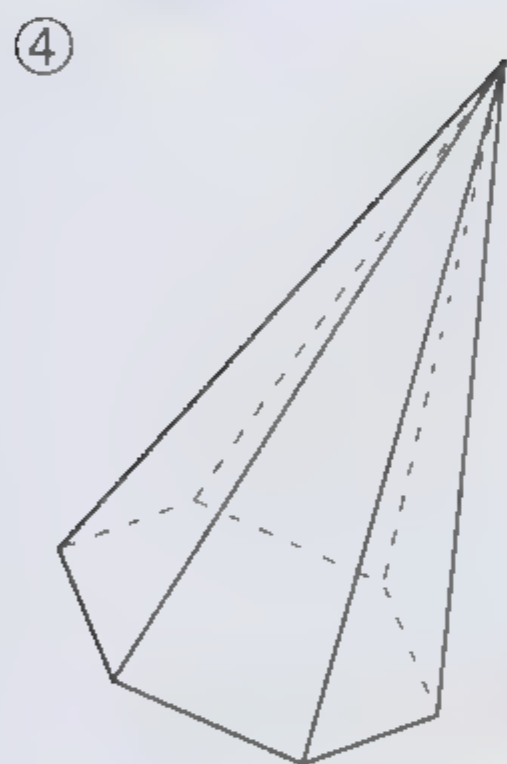
Colour the base of each pyramid. Then name the shape of the base and the pyramid.



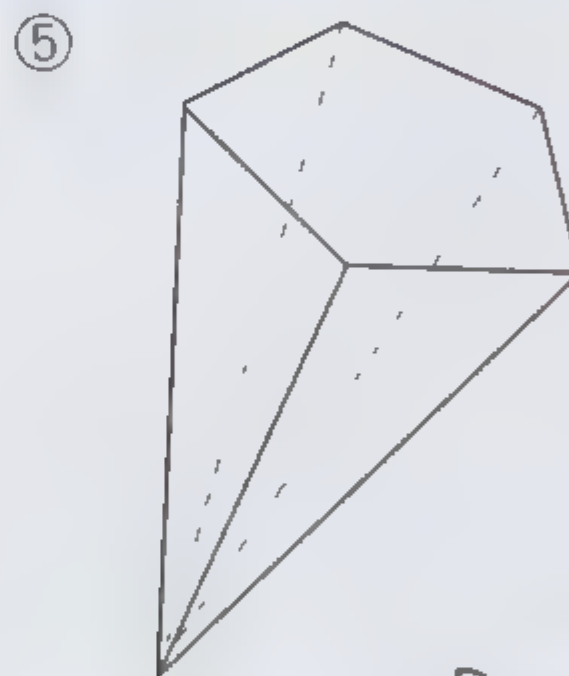
Base: _____



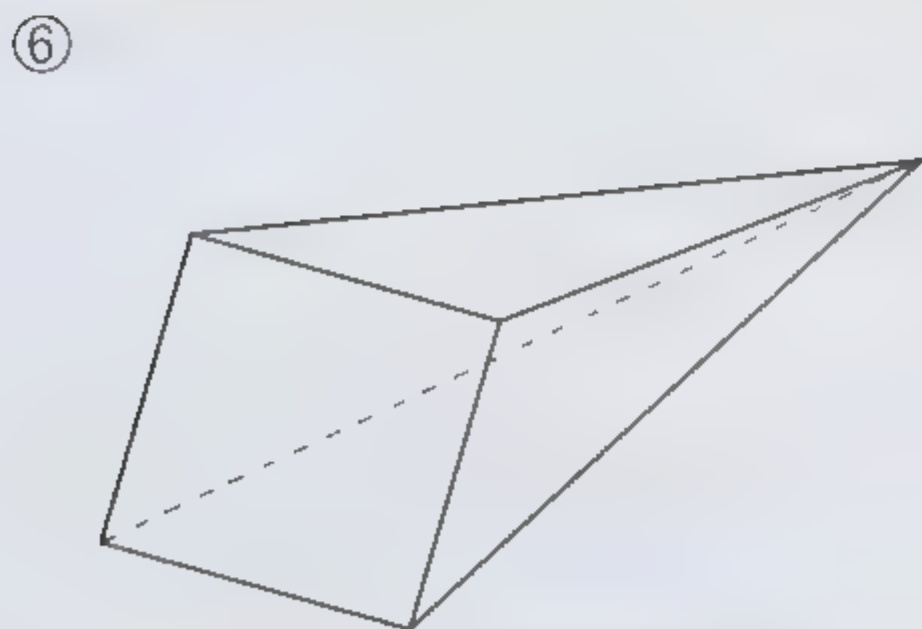
Base: _____



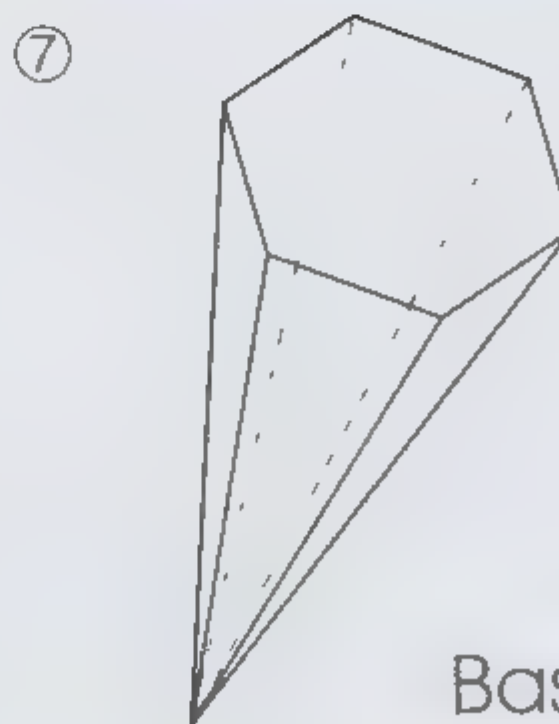
Base: _____



Base: _____

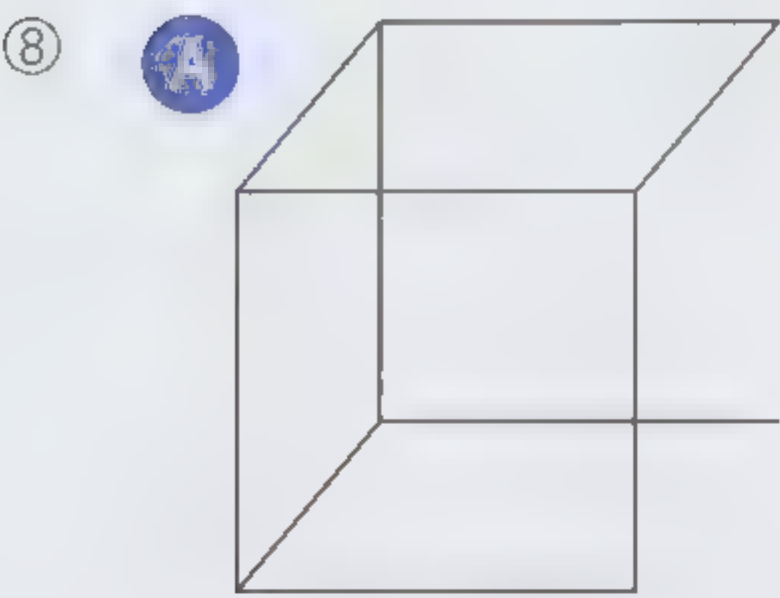


Base: _____



Base: _____

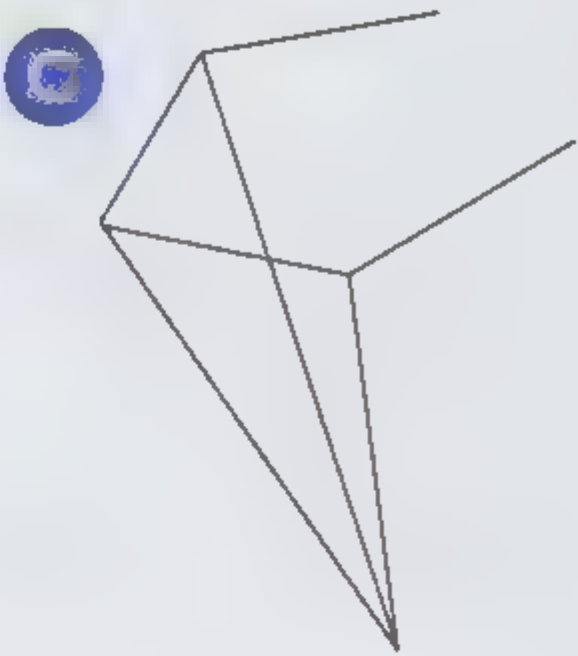
Draw the missing edges and circle the vertices of each prism or pyramid. Count and write the numbers. Then sort the solids. Write the letters.



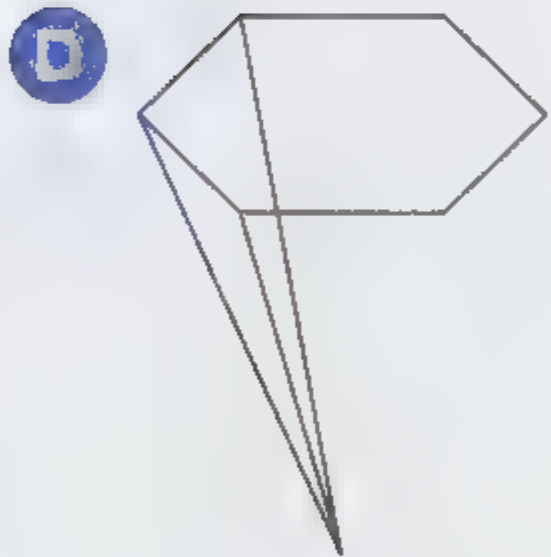
_____ faces
 _____ edges
 _____ vertices



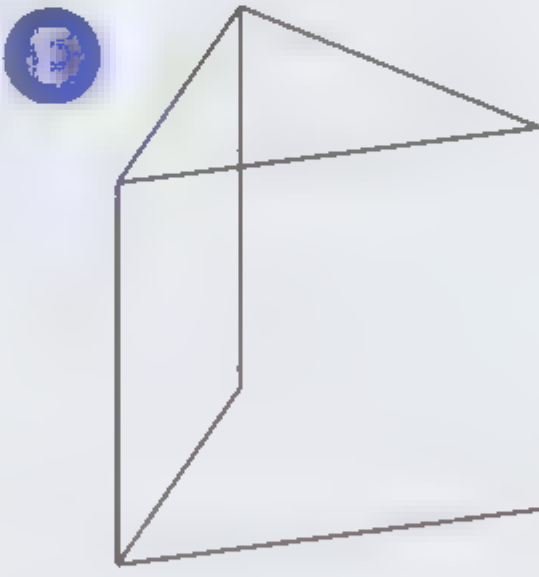
_____ faces
 _____ edges
 _____ vertices



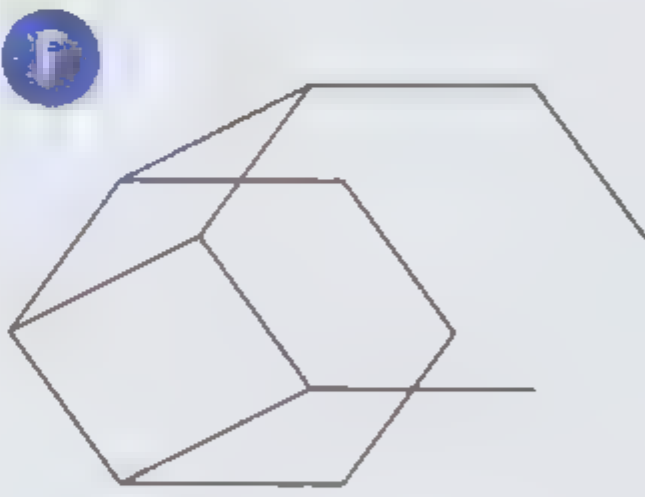
_____ faces
 _____ edges
 _____ vertices



_____ faces
 _____ edges
 _____ vertices



_____ faces
 _____ edges
 _____ vertices



_____ faces
 _____ edges
 _____ vertices

⑨ **Faces**

fewer than 5: _____

5 or more: _____

⑩ **Edges**

fewer than 12: _____

12 or more: _____

⑪ **Vertices**

fewer than 6: _____

6 or more: _____

Name the solid that can be built by the given sticks and marshmallows in each group.

12

13

14

15

Check ✓ the correct answers.

- 16

Which solid has more than 6 faces?

triangular prism

rectangular prism

square-based pyramid

hexagonal pyramid
- 17

Which solid has more than 14 edges?

hexagonal pyramid

pentagonal prism

triangular prism

rectangular prism

18 Which solids have more than 5 faces but fewer than 9 vertices?

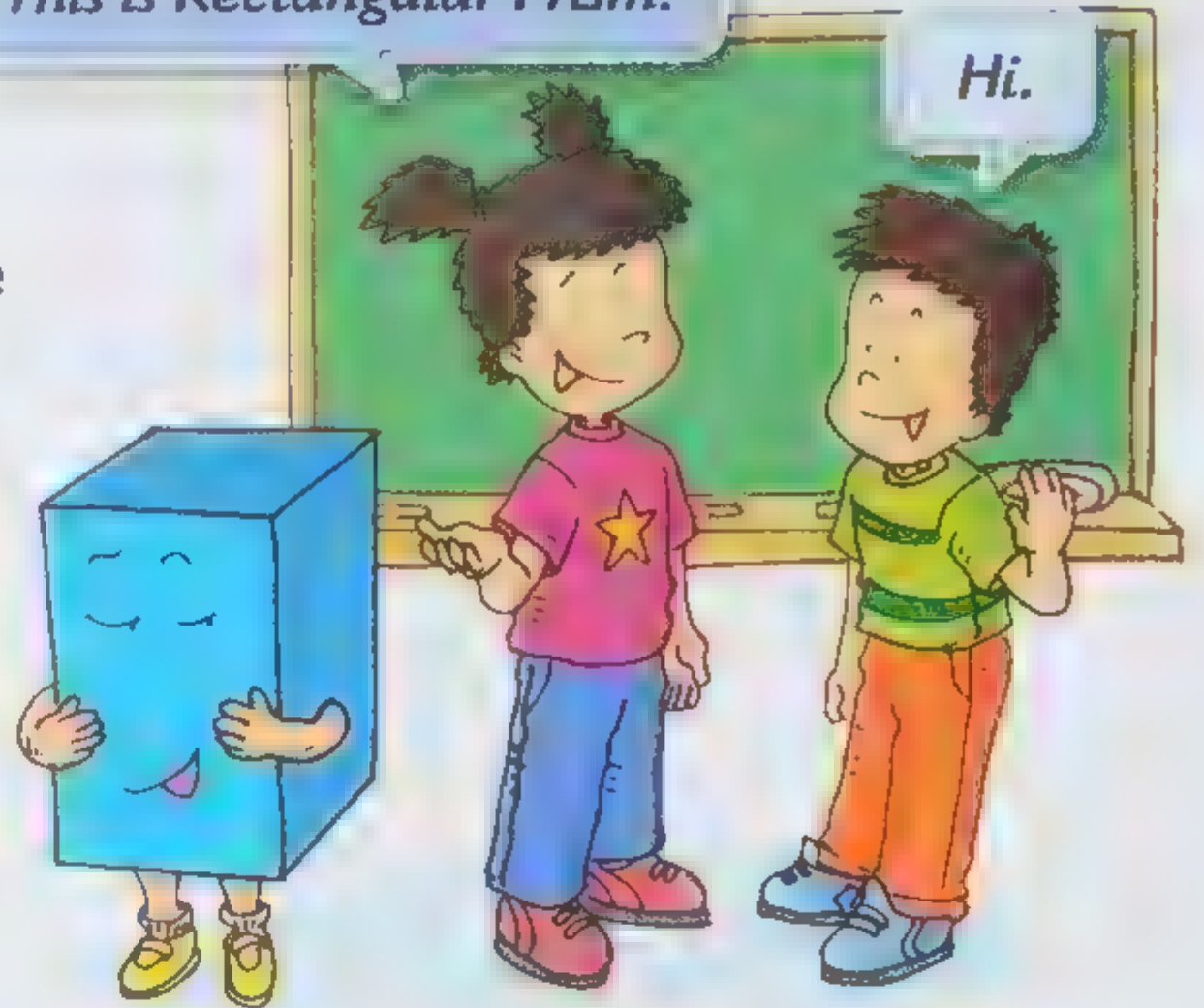
Complete Canadian Curriculum • Grade 3 85

3-D Figures (2)

- Construct rectangular prisms and describe geometric properties of prisms.
- Identify and describe the 2-D shapes that can be found in a 3-D figure.

This is Rectangular Prism.

Hi.



Colour the net that can form a rectangular prism.

①

A



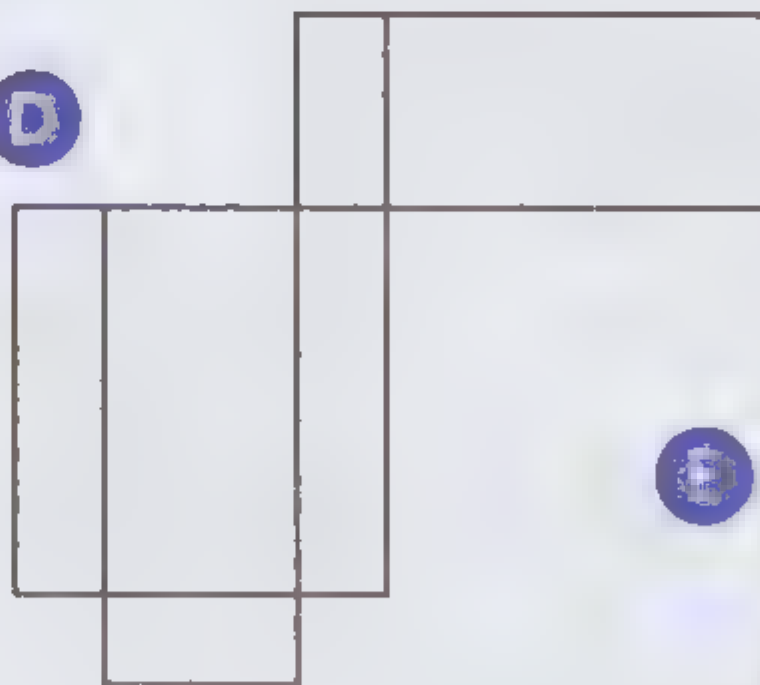
B



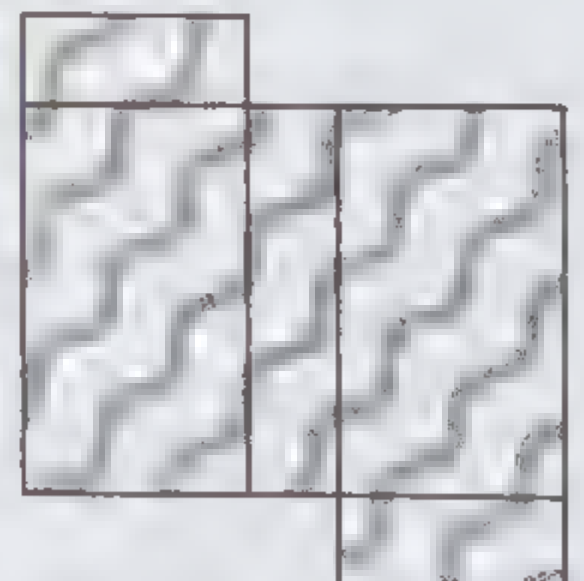
C



D



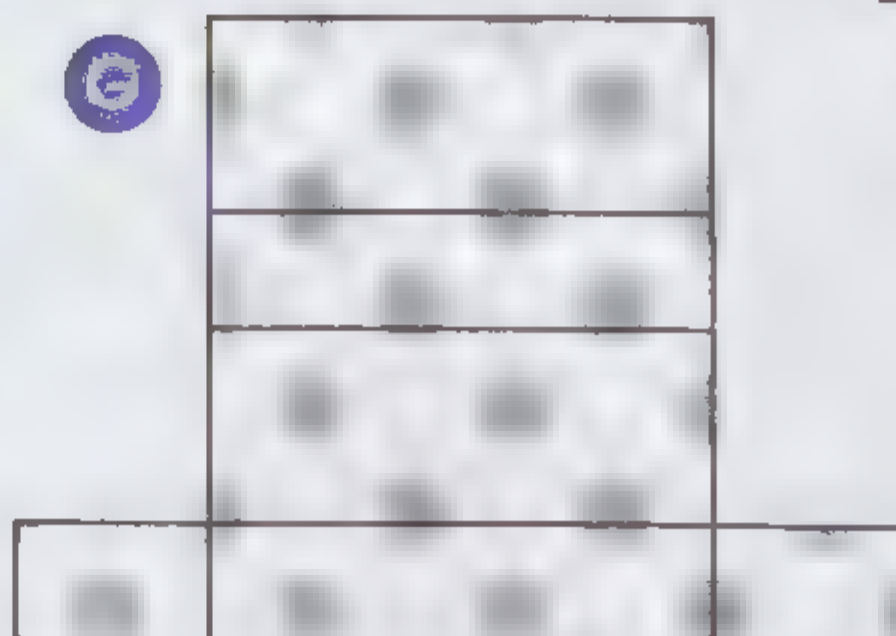
E



F

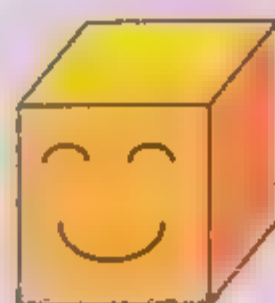
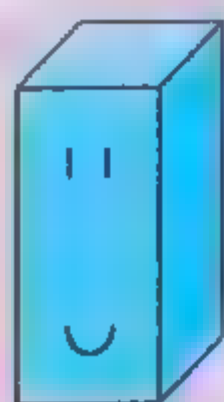
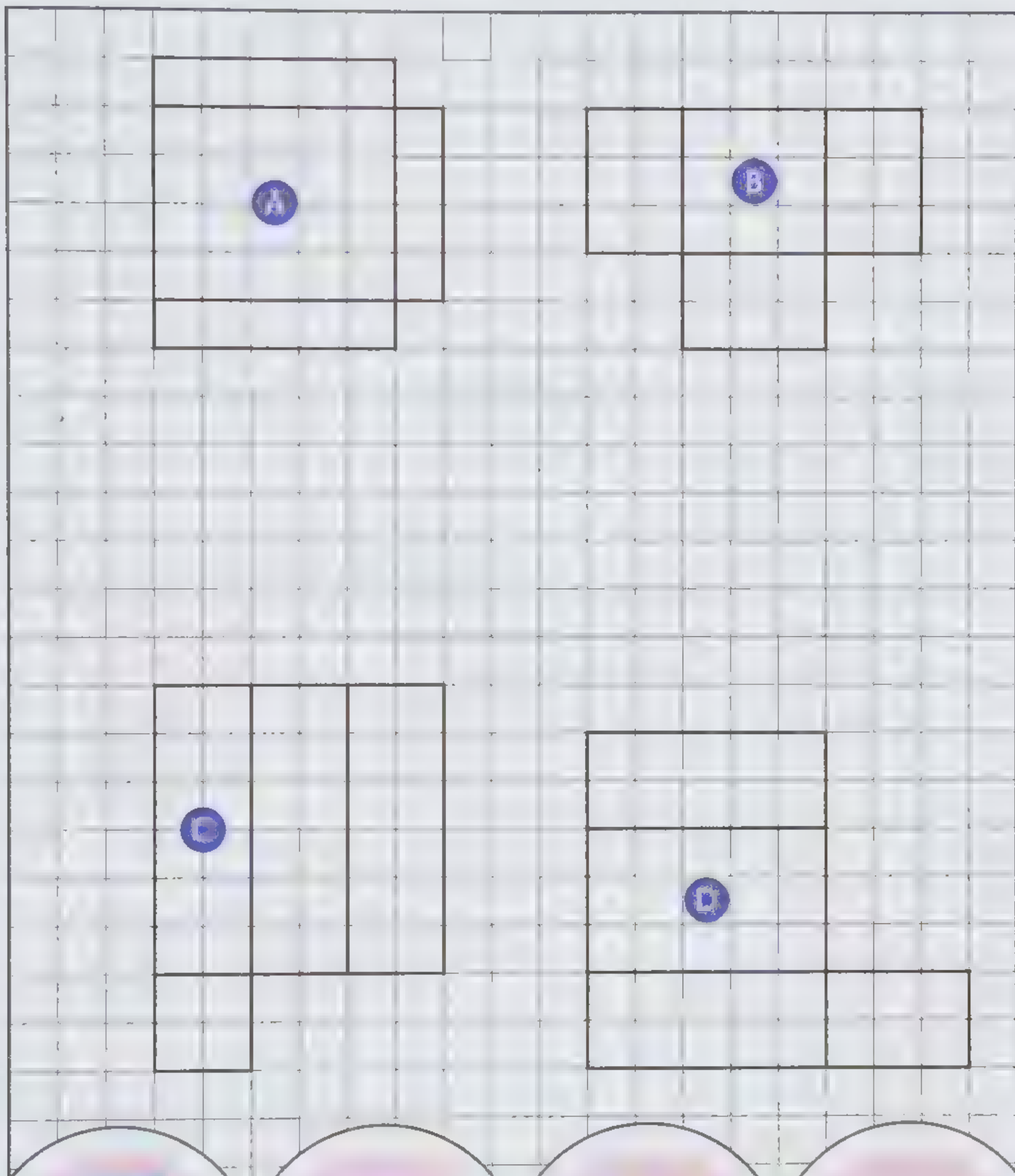


G

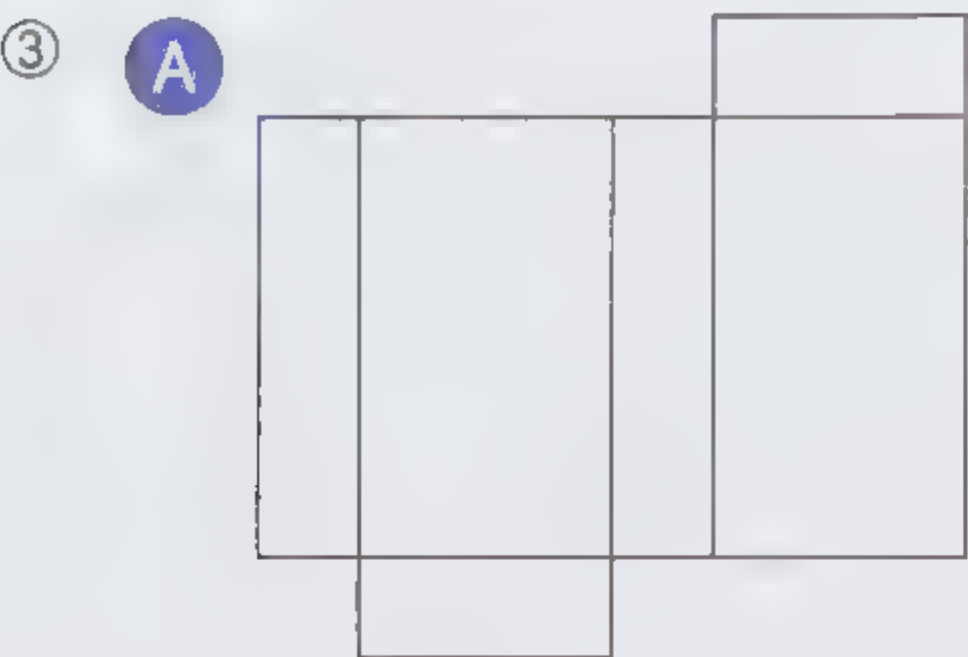


Draw the missing parts of each net of a rectangular prism. Then match each net with the rectangular prism. Write the letter.

②



Colour each pair of congruent faces with the same colour in each net. Then answer the questions.



④ How many faces are there in a rectangular prism? _____ faces

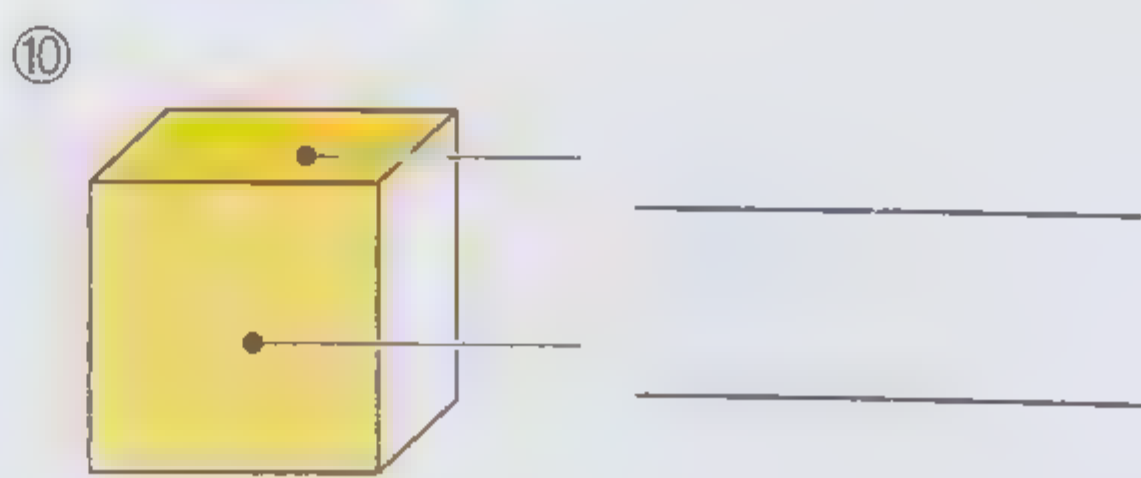
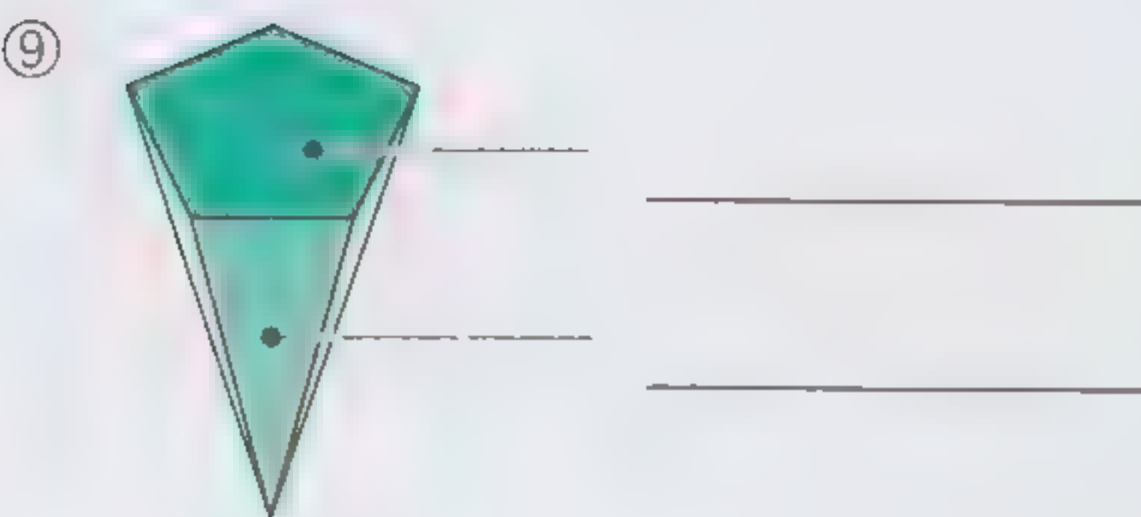
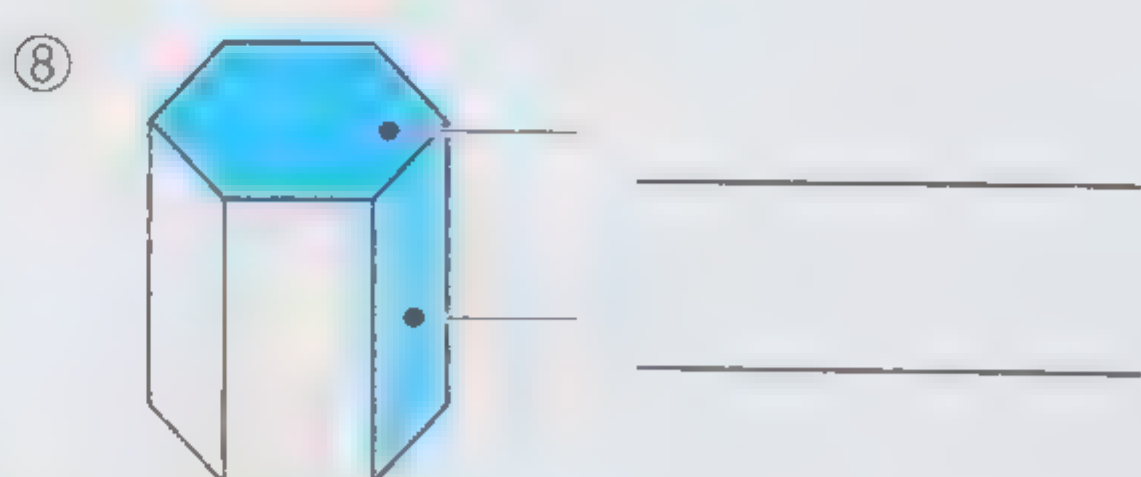
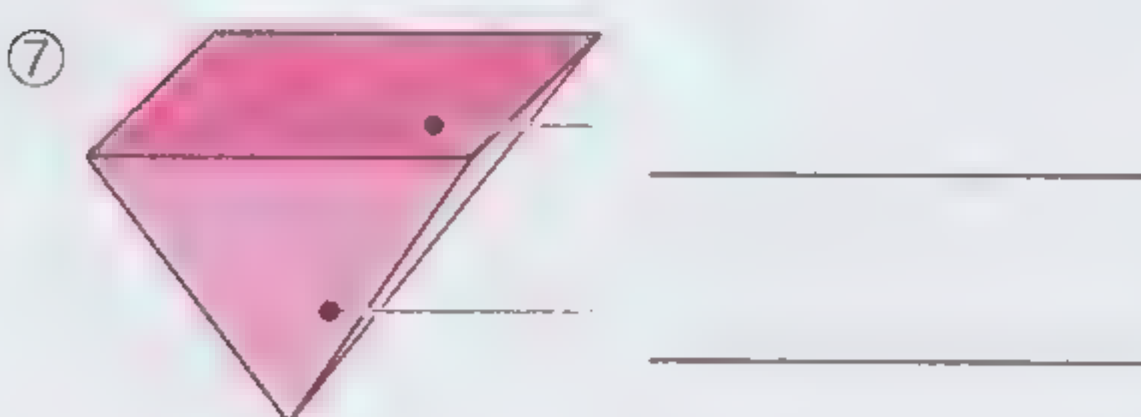
⑤ What shape are the faces? _____

⑥ *How many pairs of congruent faces are there?*

_____ pairs



Look at the solids. Name the shapes of the coloured faces.



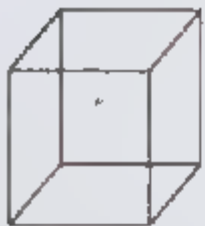
Colour all the faces of each solid that you can see. Then write the name of the solid and the numbers.

⑪



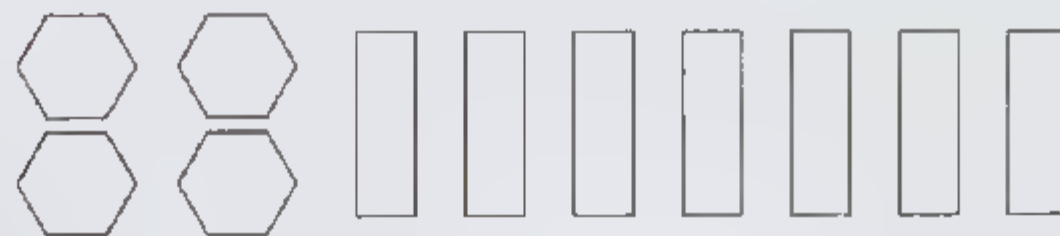
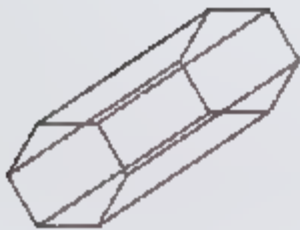
It is a _____. It has _____ triangular faces and _____ rectangular face.

⑫



It is a _____. It has _____ rectangular faces.

⑬



It is a _____. It has _____ hexagonal faces and _____ rectangular faces.

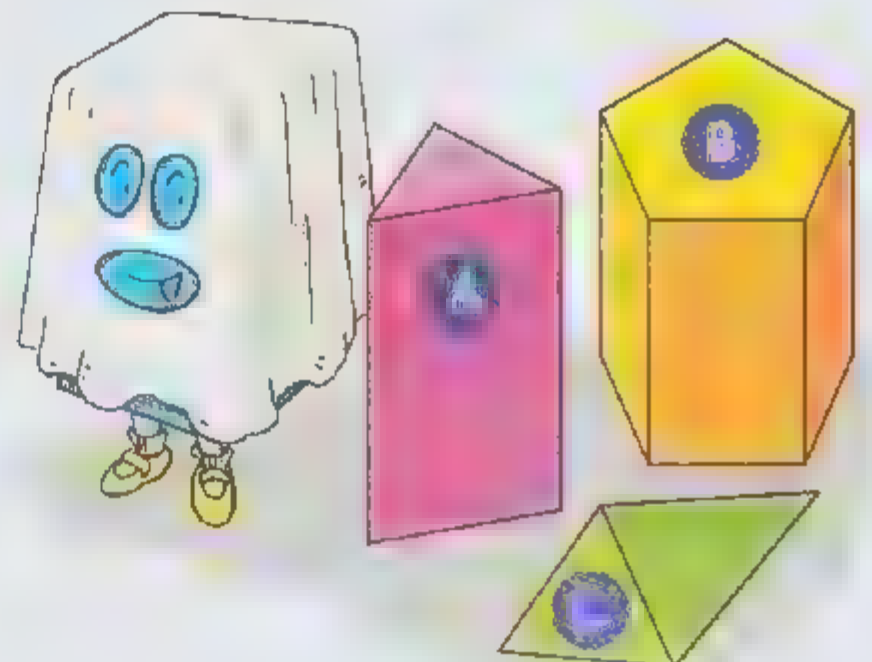
Look at the solids. Answer the questions. Write the letters.

⑭

Which solids have triangular faces?

⑮

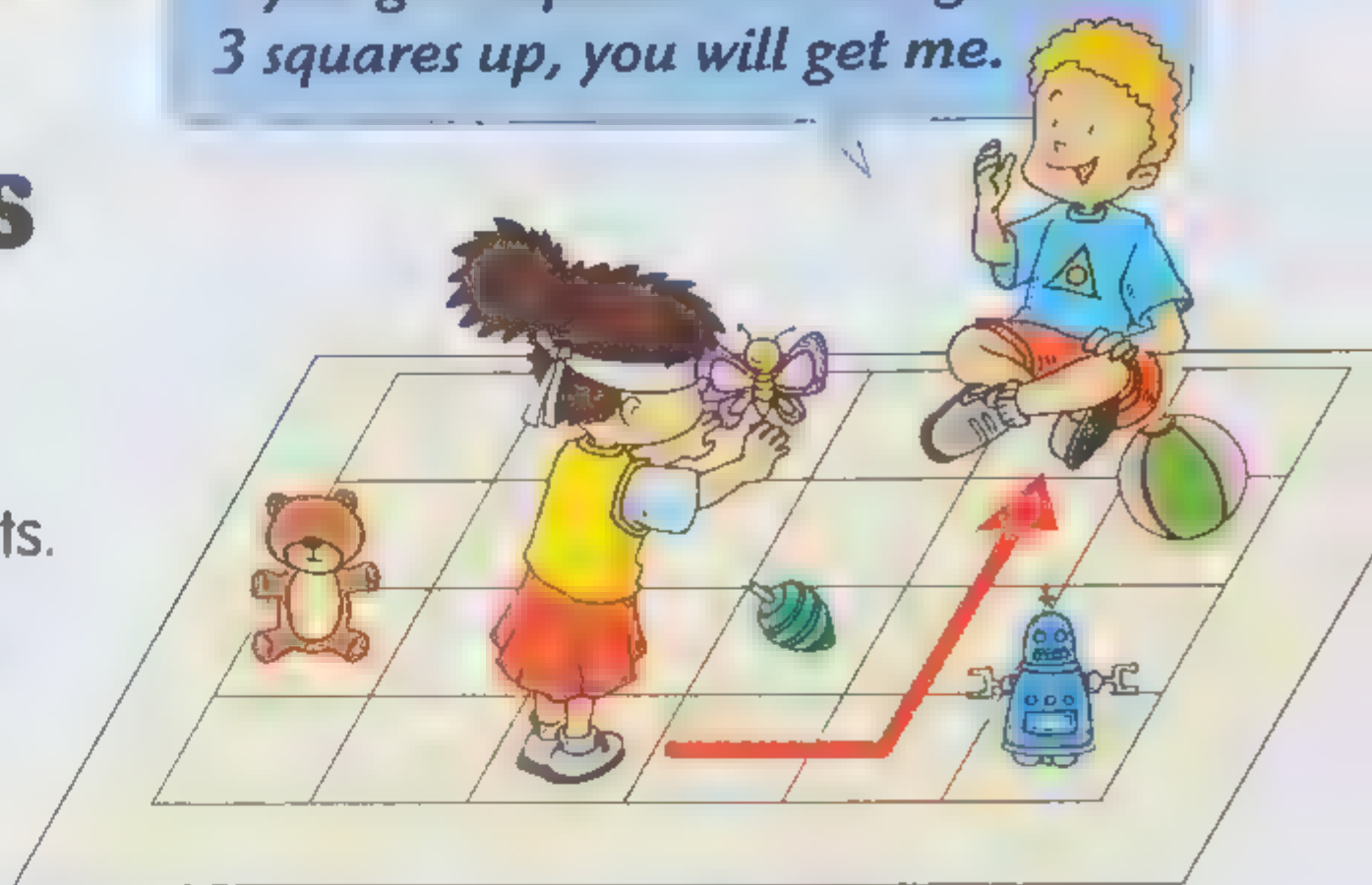
Which solids have rectangular faces?



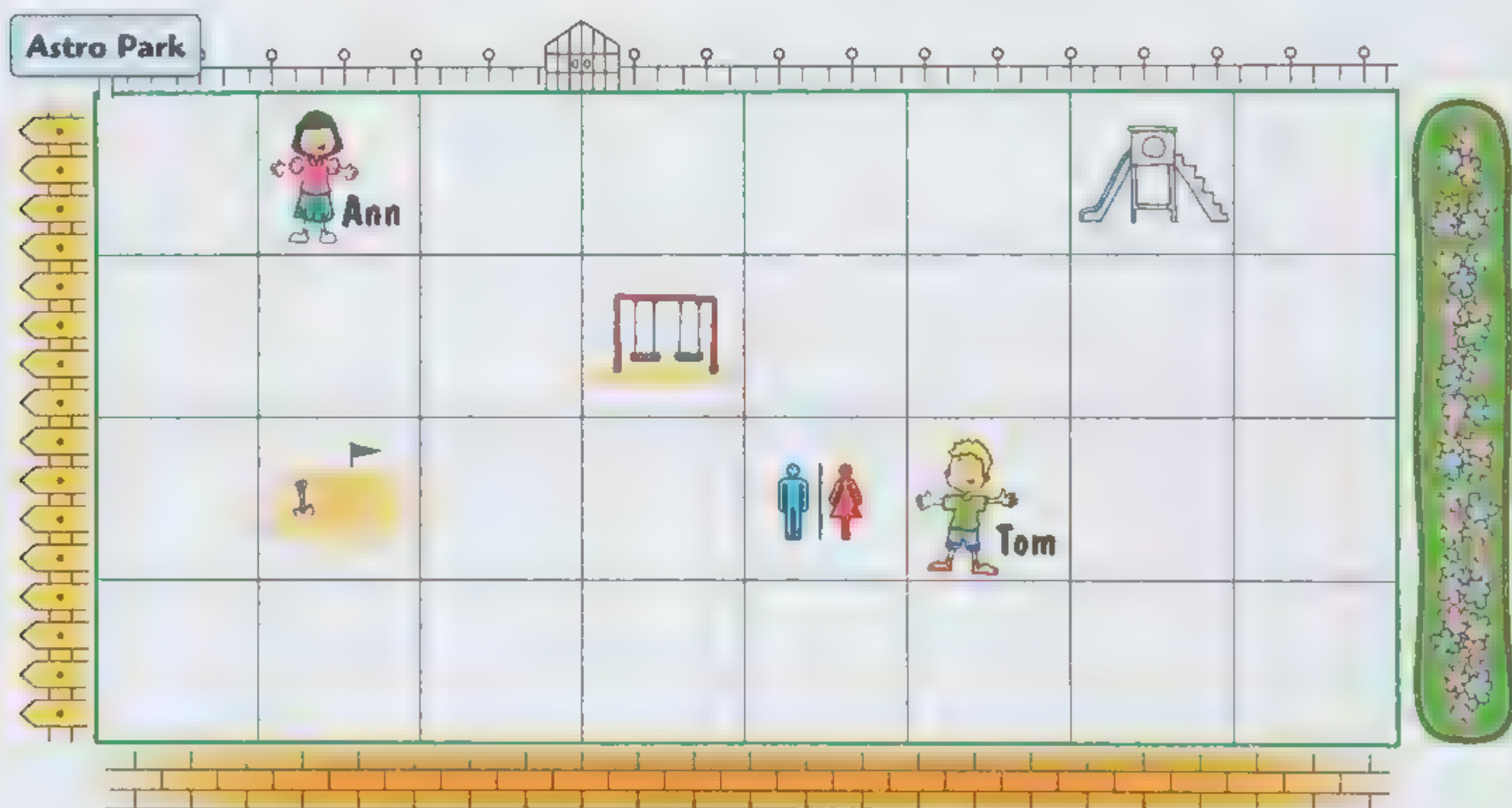
If you go 2 squares to the right and 3 squares up, you will get me.

Locations of Shapes and Objects

- Describe locations of shapes and objects.
- Describe movement from one location to another.



Look at the picture. Fill in the blanks.



- ① The swings are _____ squares to the left of the flower bed.
- ② The slide is _____ squares up from the wall.
- ③ The washroom is _____ squares to the right of the fence.
- ④ The sandbox is _____ squares down from the gate.
- ⑤ Tom is _____ squares to the right of the sandbox and _____ squares to the left of the flower bed.
- ⑥ Ann is _____ squares to the right of the fence and _____ squares to the left of the slide.

Mark and colour the squares in the diagram to locate the children. Then answer the question.

- ⑦
- Sally is 5 squares to the left of the river. Colour the squares that are the possible locations of Sally yellow.
 - Sally is 3 squares up from the buildings. Put stripes on the squares that are the possible locations of Sally.
- ⑧ Write "Sally" in the square to show the exact location of Sally.



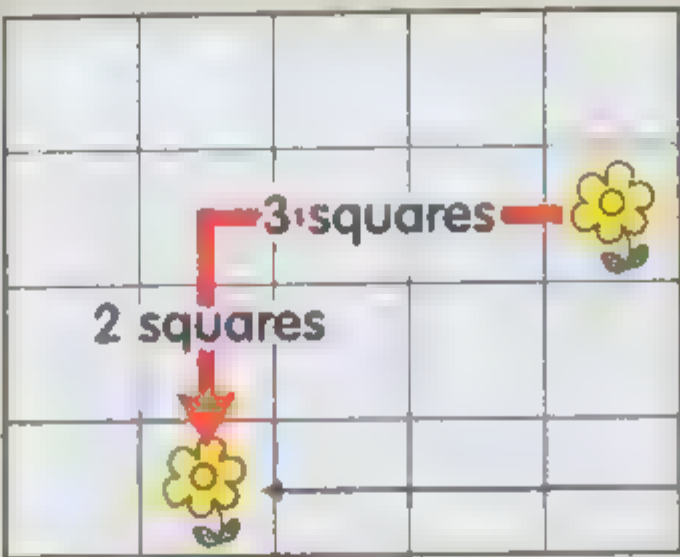
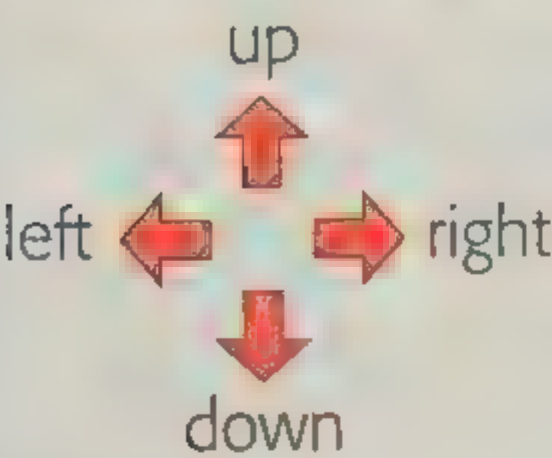
- ⑨ Jerry is 4 squares to the right of the trees and 5 squares up from the buildings. Write "Jerry" in the square to show his exact location.


- ⑩ How many squares apart are Jerry and I?

_____ square(s)



Movements of objects:







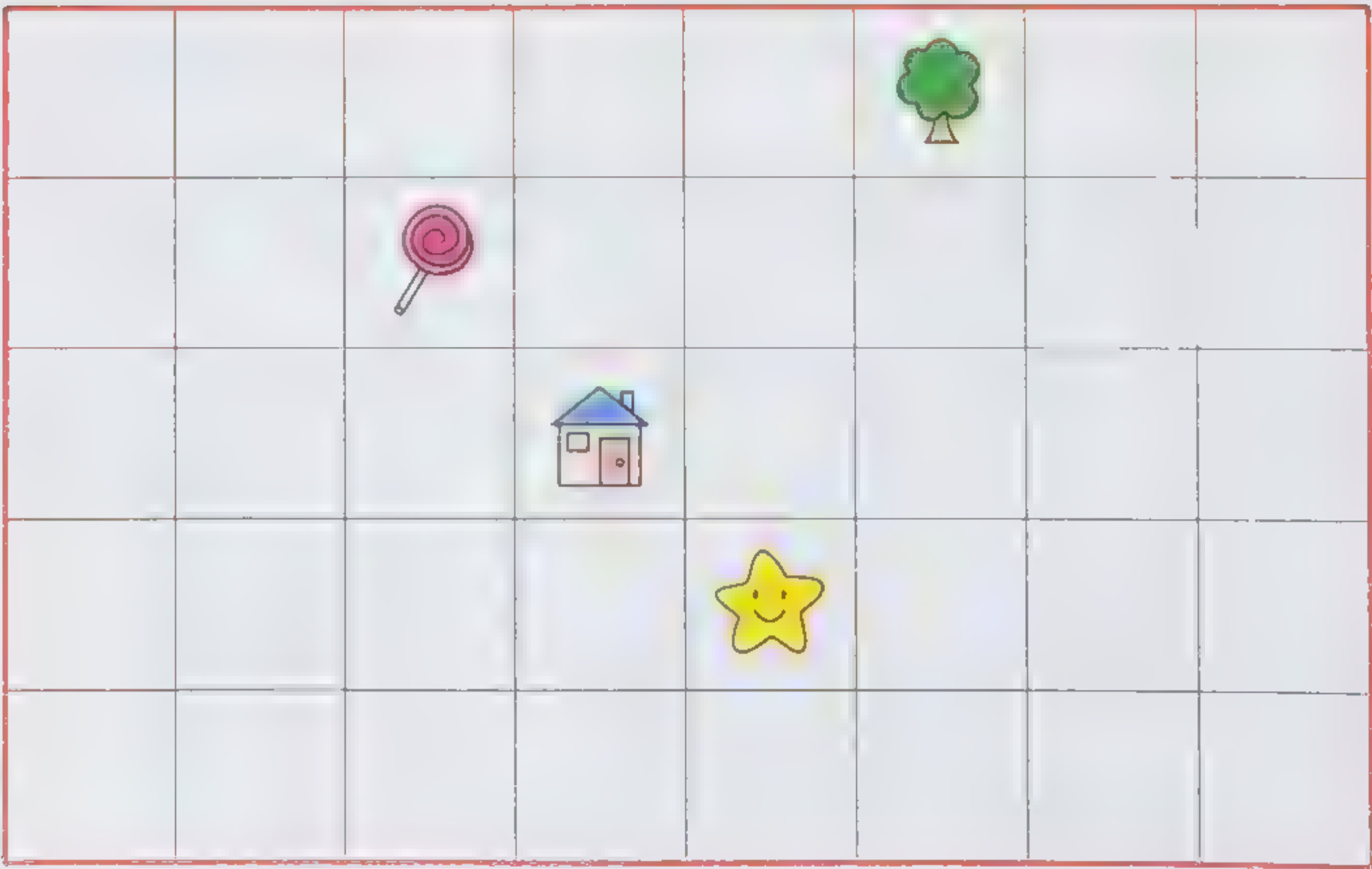
Move  3 squares to the left and 2 squares down.

new location

Draw lines to show the movements of the objects. Then draw the objects in the squares to show the new locations.

⑪ Move

-  3 squares to the right and 1 square down.
-  2 squares to the left and 4 squares down.
-  3 squares to the left and 3 squares up.
-  4 squares to the right and 1 square up.




Look at the diagram. Help each person find the shortest path to reach the destination. Then answer the questions.

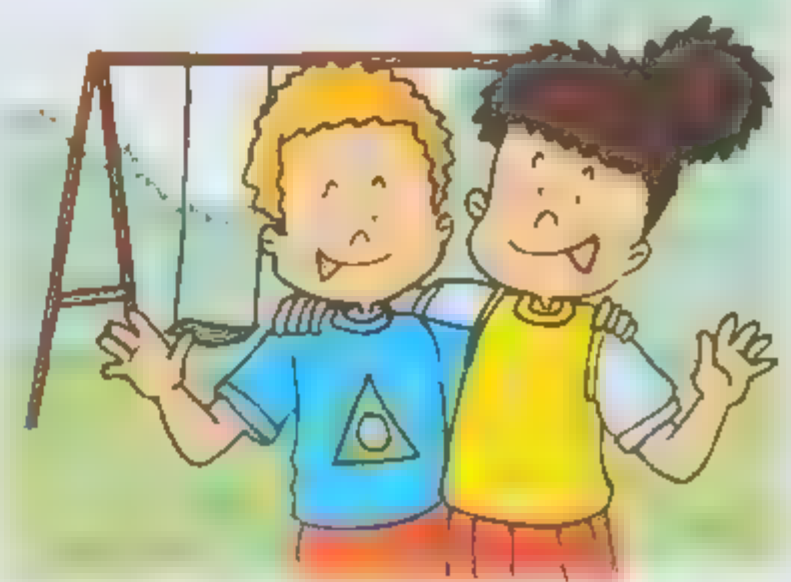


- ⑫ Sue wants to visit Lucy. Draw lines to show her path and describe it.

- ⑬ Lucy's mom wants to go to the grocery store. Draw lines to show her path and describe it.

- ⑭  *I am in the park. If I want to go to the steak house, how should I go? Draw lines and describe it.*

- ⑮ *We are in the park. We want to go to Sue's house. Draw lines to show our path and describe it.*

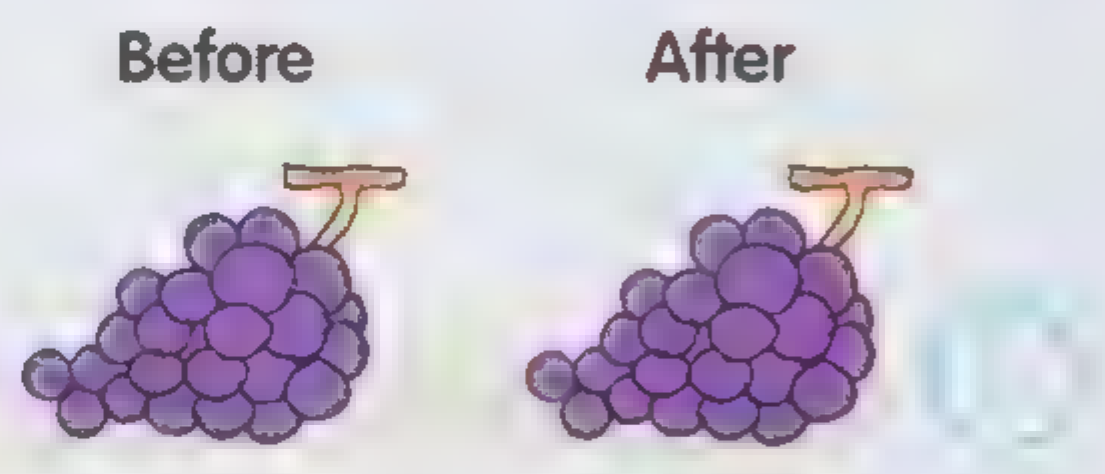
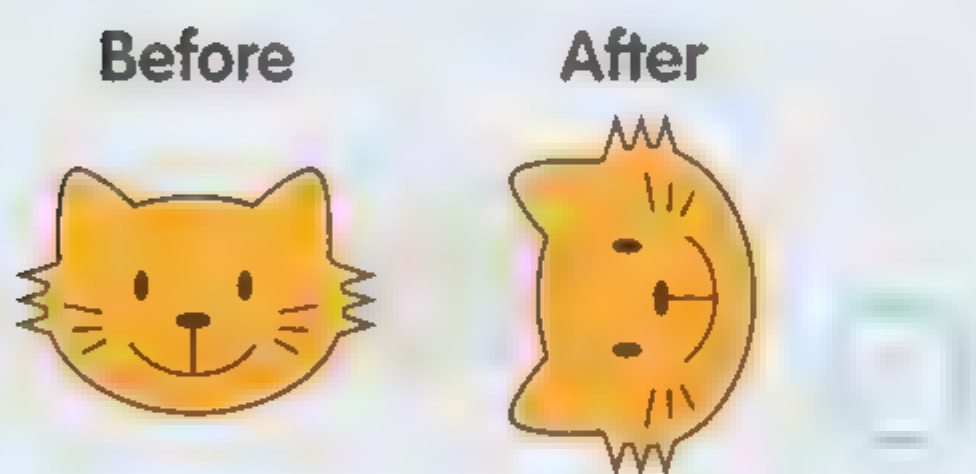


Transformations

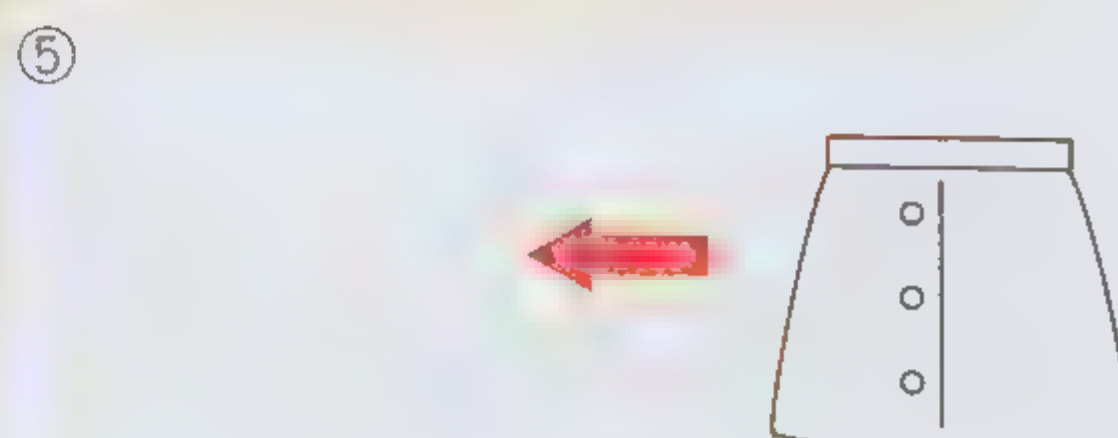
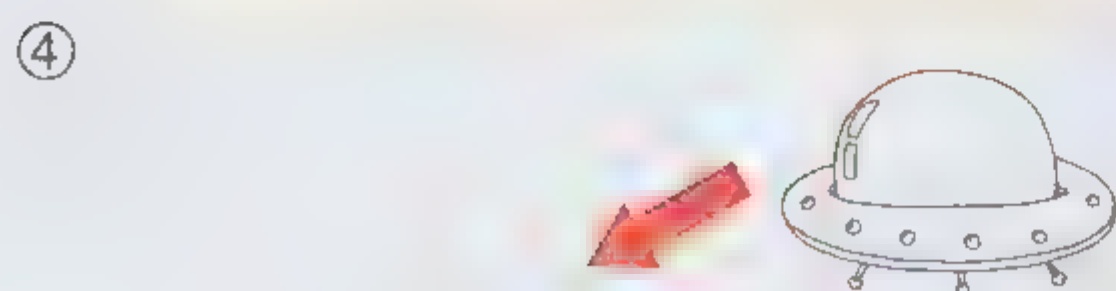
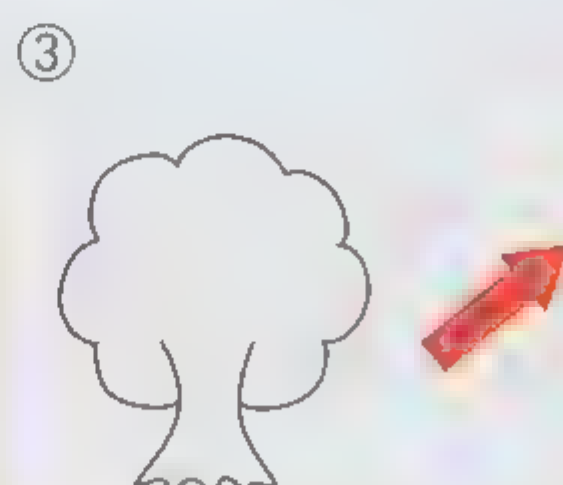
- Identify flips, slides, and turns using objects and physical motions.



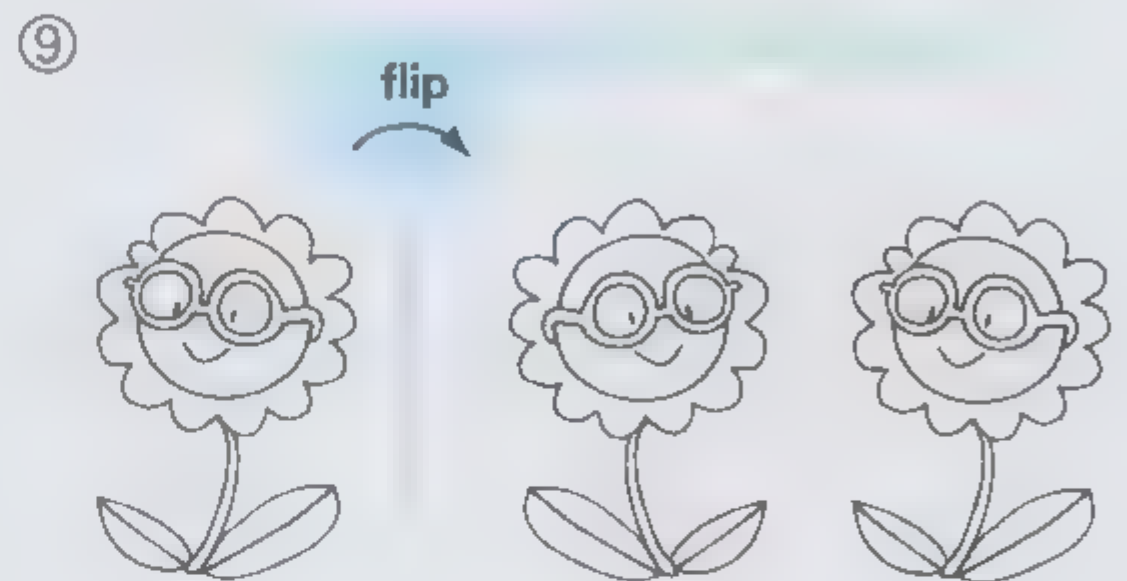
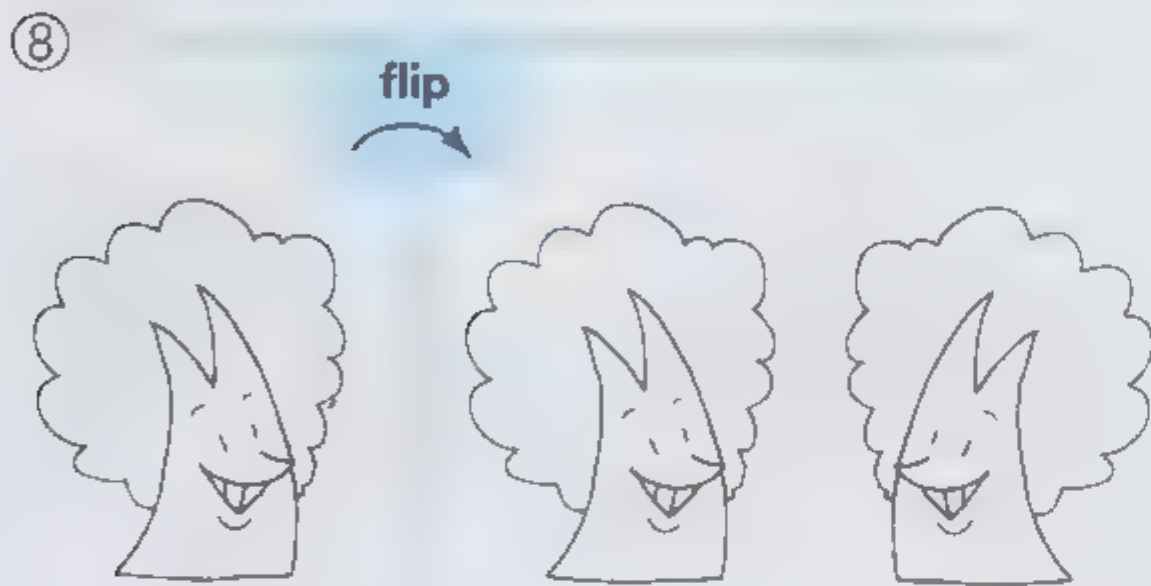
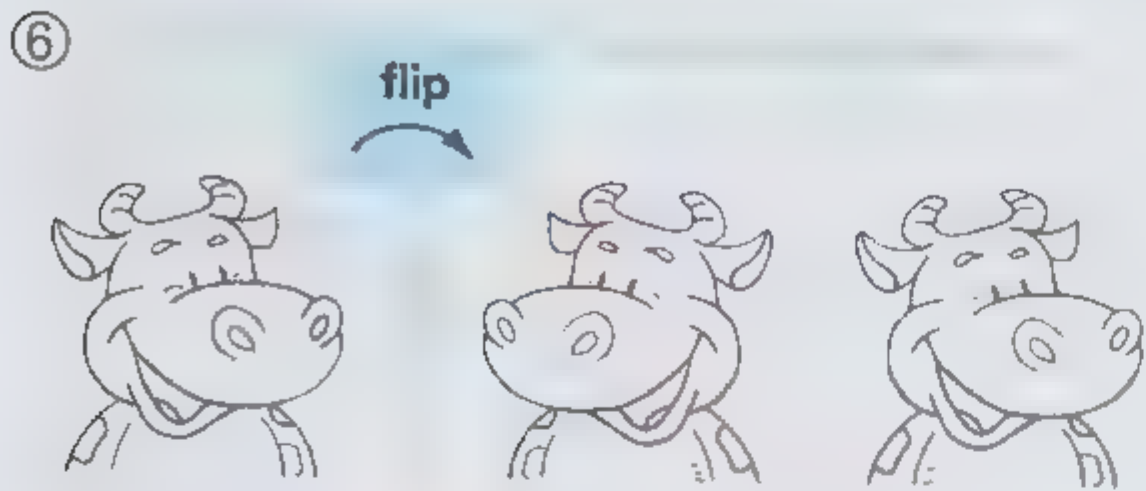
See which pairs of pictures show slides.
Check ✓ the letters.



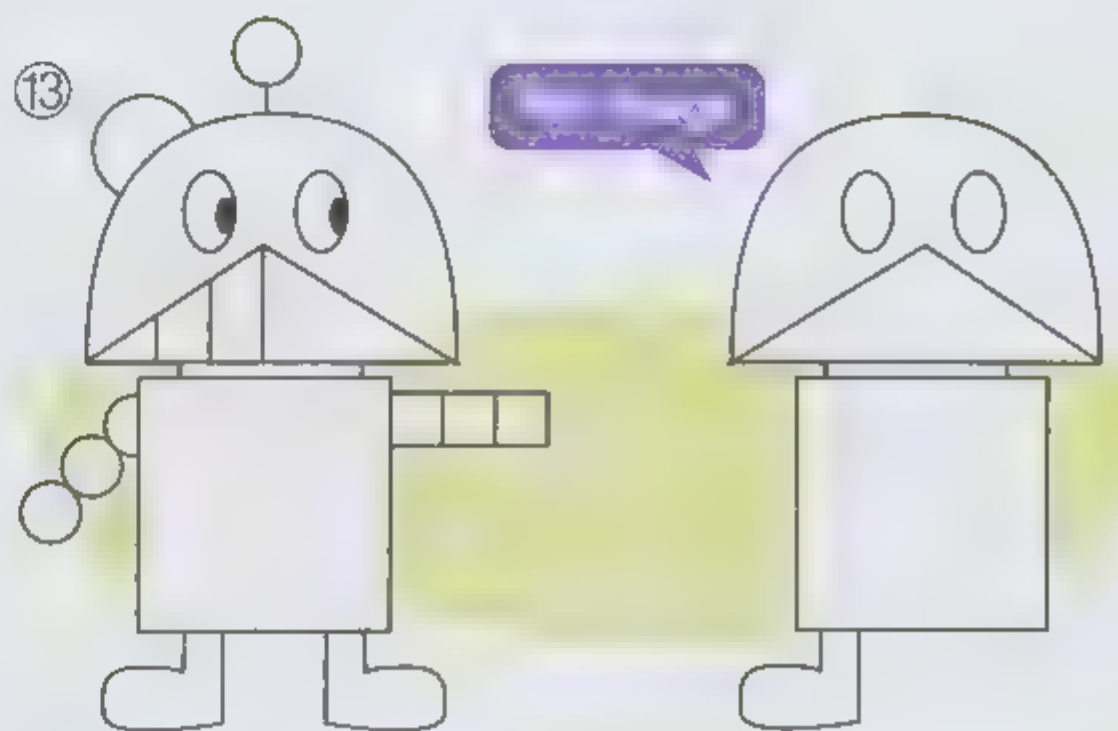
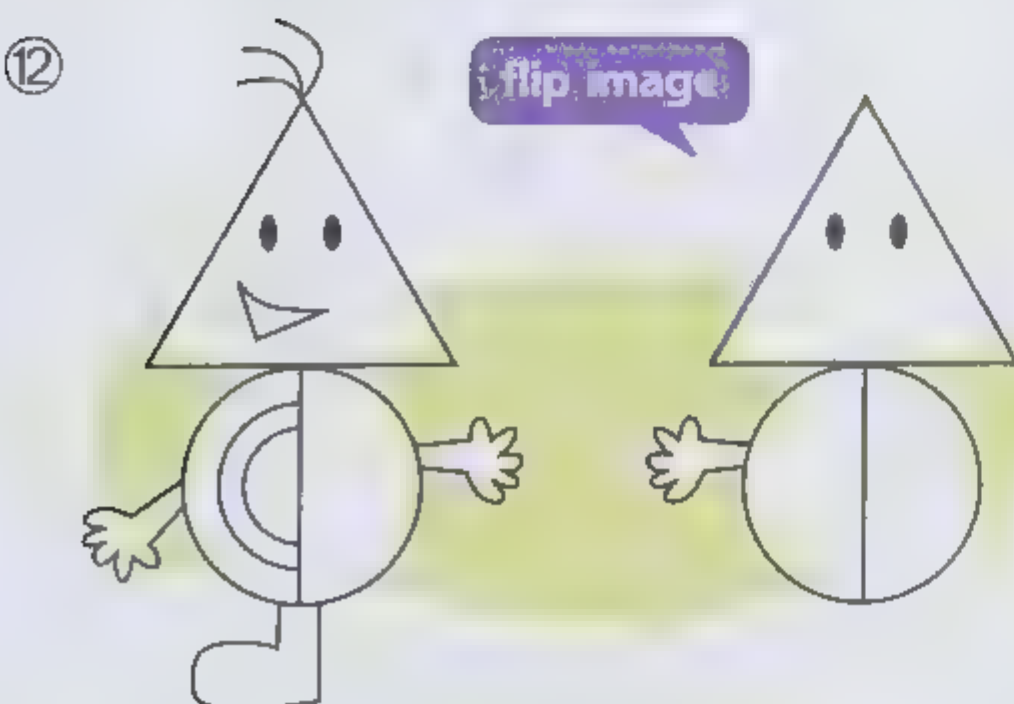
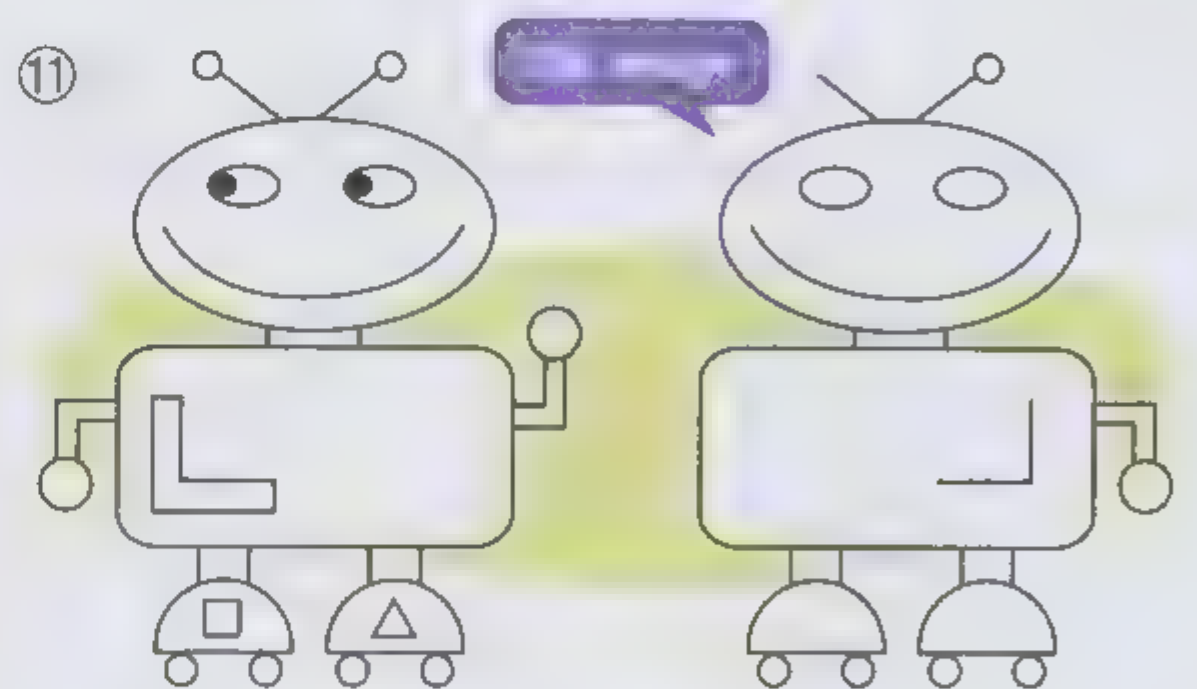
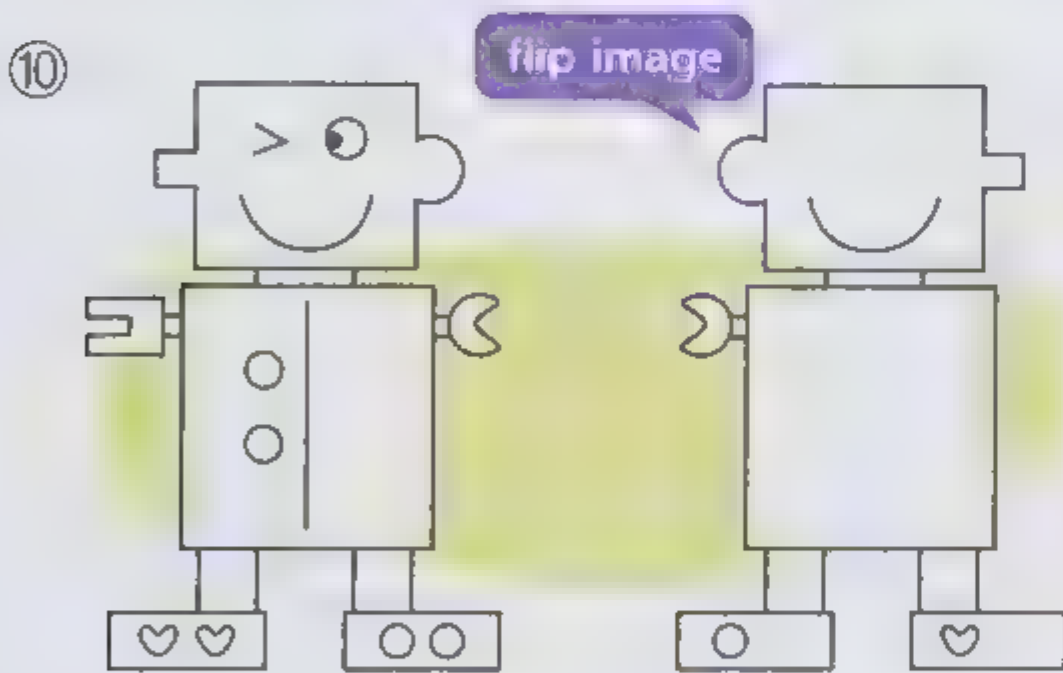
Follow the arrow to draw the slide image of each picture.



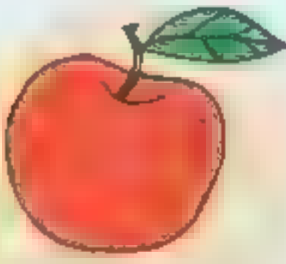



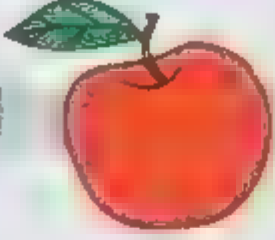


Which is the flip image of the picture on the left? Colour it.





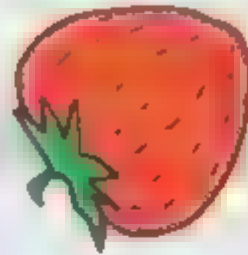








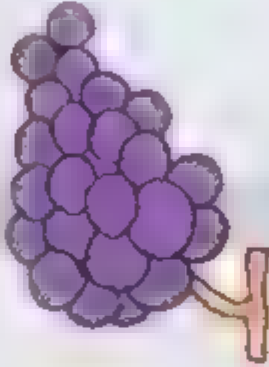


Draw the missing parts of each flip image.



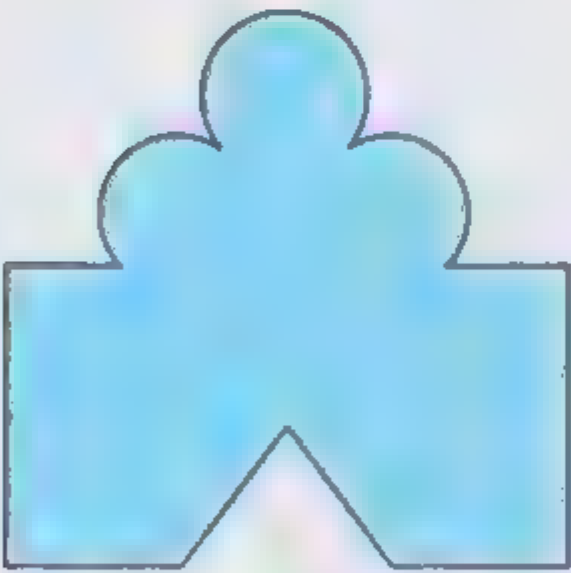

For each picture, which are the turn images? Check ✓ the letters.

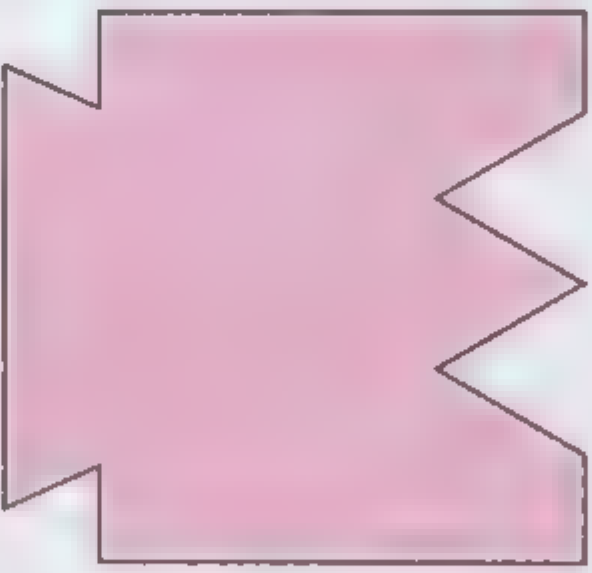

⑭       

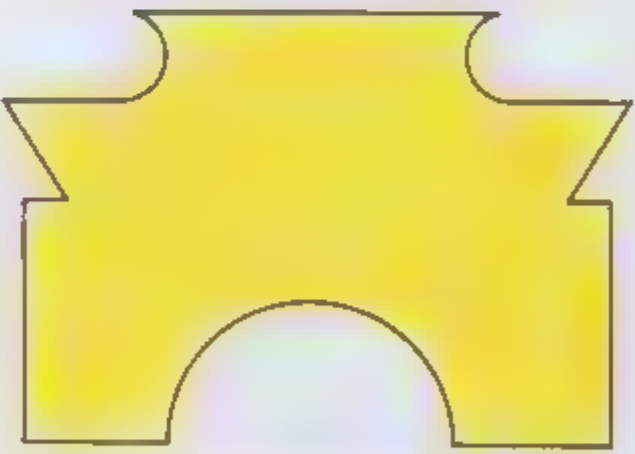

⑮       


⑯       


Trace each shape with tracing paper and cut it. Then draw the missing sides of its turn image with the help of the cut-out.

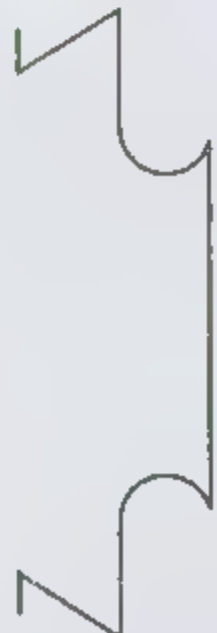
⑰  

⑱  

⑲  





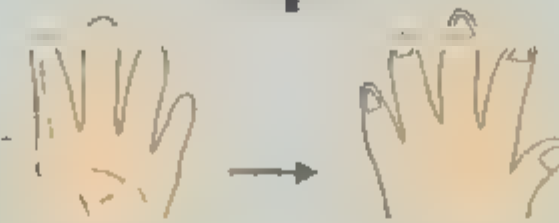


We can use our hands to show the motion of “slide”, “flip”, and “turn”.

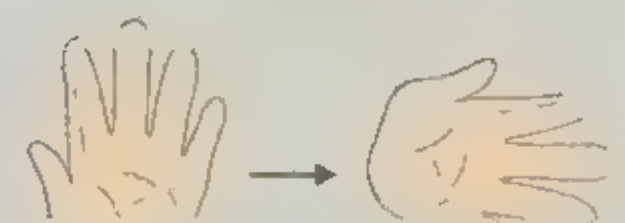
Slide



Flip



Turn

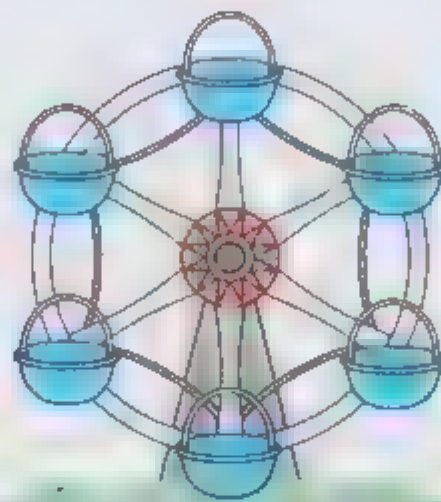


For each picture, tell whether the motion is a slide, flip, or turn.

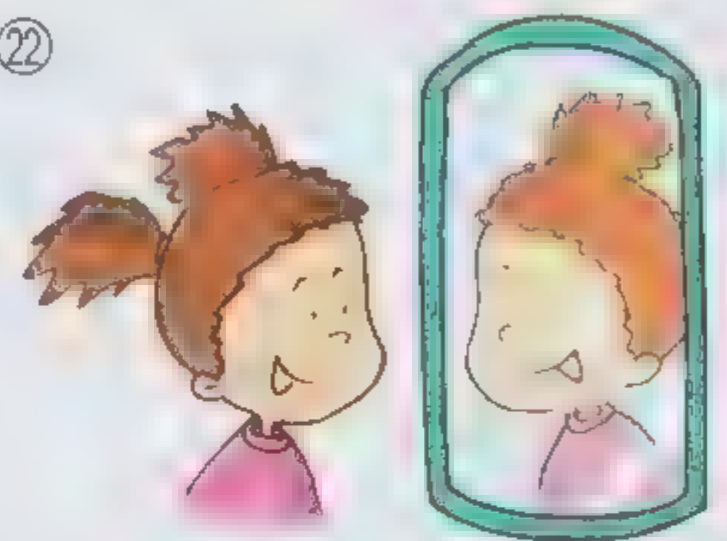
20



21

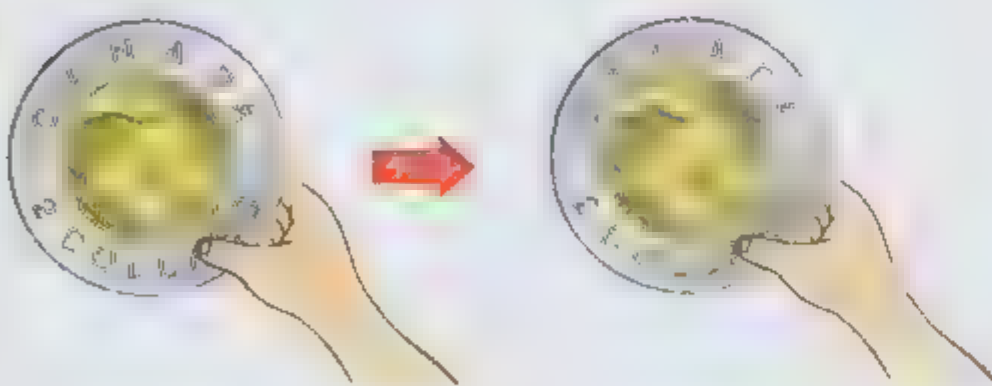


22



Tell whether each image is a slide image, a flip image, or a turn image of each picture.

23



24



25



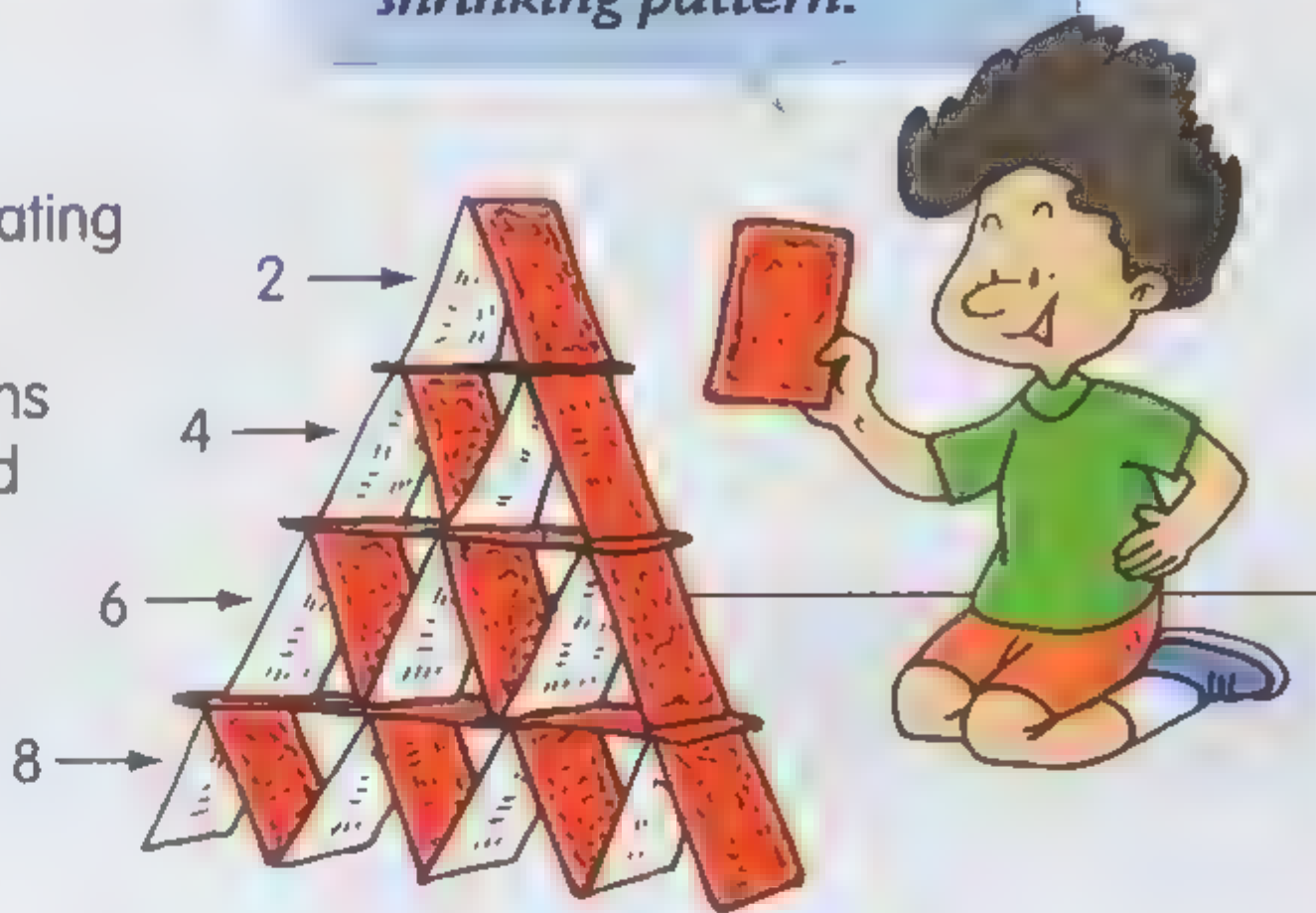
26



Patterns (1)

- Identify, extend, and create a repeating pattern involving two attributes.
- Identify and describe number patterns involving addition, subtraction, and multiplication.
- Describe and extend growing and shrinking patterns.

I can use cards to show a shrinking pattern.




Colour the shapes as specified. Then draw and colour the next two shapes for each pattern.

①



red


blue

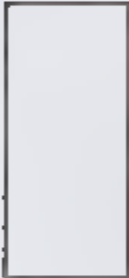

yellow



red



blue



yellow


②



blue



green


blue

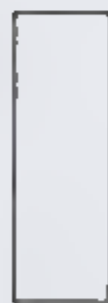

green



blue



green

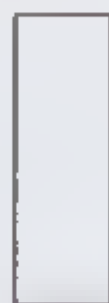

blue


③



red



green


red



green



red



green



red


④



yellow


yellow


green



yellow


yellow


green

Colour the pictures as specified. Follow the pattern in each group to draw and colour the next picture. Then fill in the blanks and circle the correct word to complete what the animal says.

⑤




red blue red blue red blue red blue red



I created this pattern by using _____ colours and
circles in _____ different sizes / orientations .

⑥

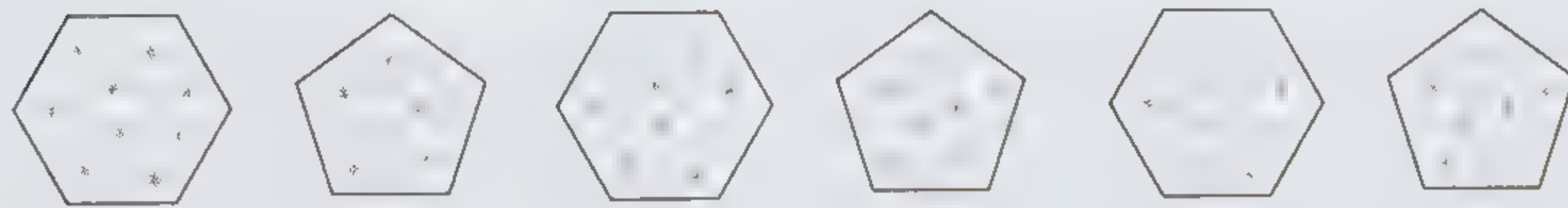


yellow yellow yellow yellow yellow yellow yellow yellow

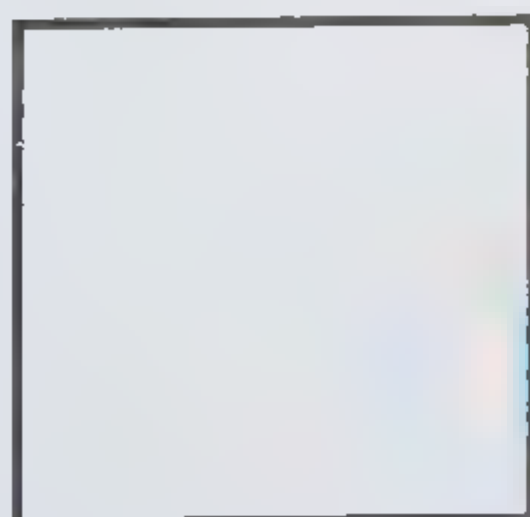


I created this pattern by using _____
patterns and a _____ in _____
different colours / orientations .

⑦



blue green blue green blue green



I created this pattern by using _____ colours and
_____ different shapes, a _____ and a
_____ .

Find the pattern in each group. Draw the missing pictures. Then write “growing” or “shrinking” on the lines.

8

a.





b. It is a _____ pattern.

9

a.





b. It is a _____ pattern.

10

a.





b. It is a _____ pattern.

Follow each pattern to find the next two numbers. Then tell whether each pattern is growing or shrinking.

11

5 10 15 20 25 _____ _____

a _____ pattern

12

30 27 24 21 18 _____ _____

a _____ pattern

13

100 90 80 70 60 _____ _____

a _____ pattern

100

Complete Canadian Curriculum • Grade 3

Multiple:

the product of a given whole number multiplied by any other whole number

e.g. Multiples of 4: **4**, **8**, **12**, ...
 ↑ ↑ ↑
 1 x 4 2 x 4 3 x 4

Colour, mark, or circle the numbers on the hundreds chart. Then circle the correct answers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

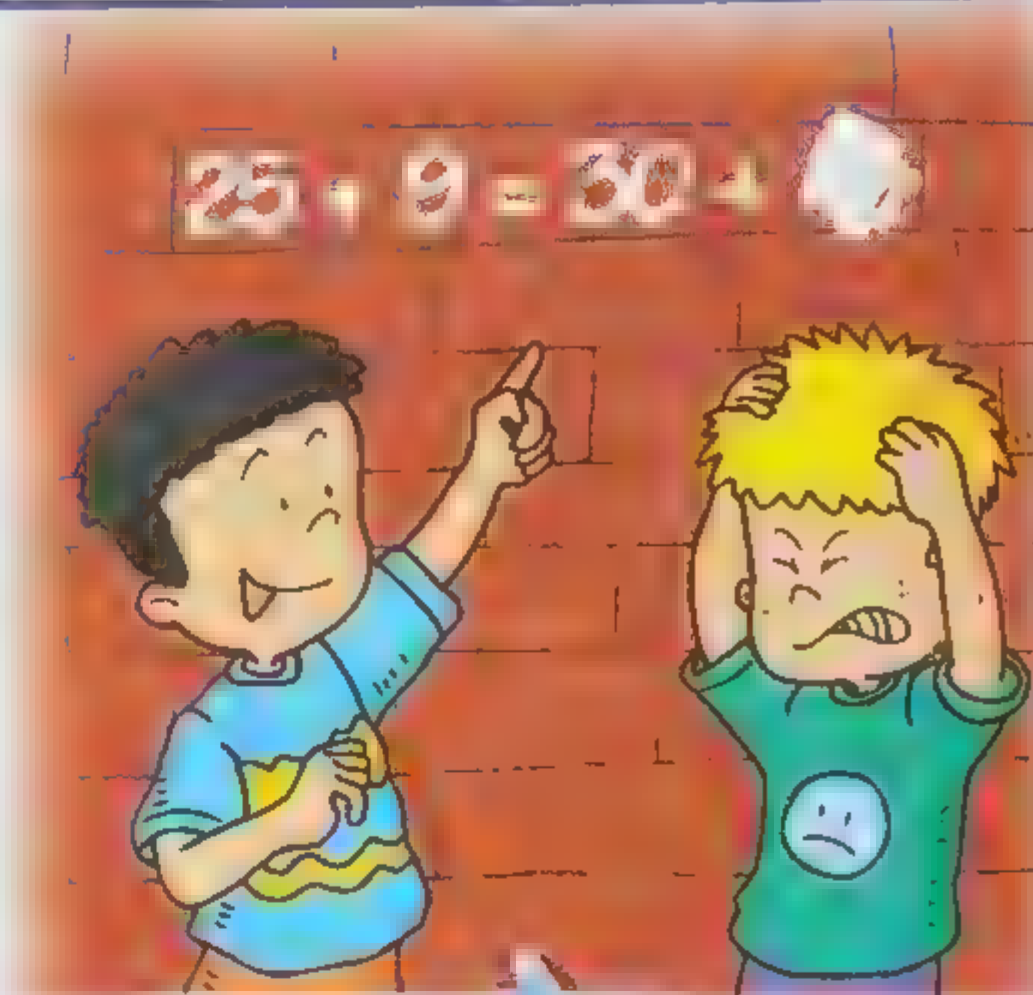
- ⑭ Colour the multiples of 9 yellow and circle the multiples of 5.
- ⑮ The multiples of 9 run in rows / in columns / diagonally .
- ⑯ The multiples of 5 run in rows / in columns / diagonally .
- ⑰ Put a “/” on the multiples of 3.

⑱ Are all the multiples of 9 also the multiples of 3?



Patterns (2)

- Create a number pattern involving addition or subtraction.
- Use number sequences to represent simple geometric patterns.
- Determine the missing numbers in equations.



The answer is 4.

Follow the pattern rule to create a number pattern starting with the given number.

- ① Adding 7 each time

0 _____

- ② Subtracting 3 each time

42 _____

- ③ Adding 4 each time

20 _____

- ④ Subtracting 5 each time

40 _____

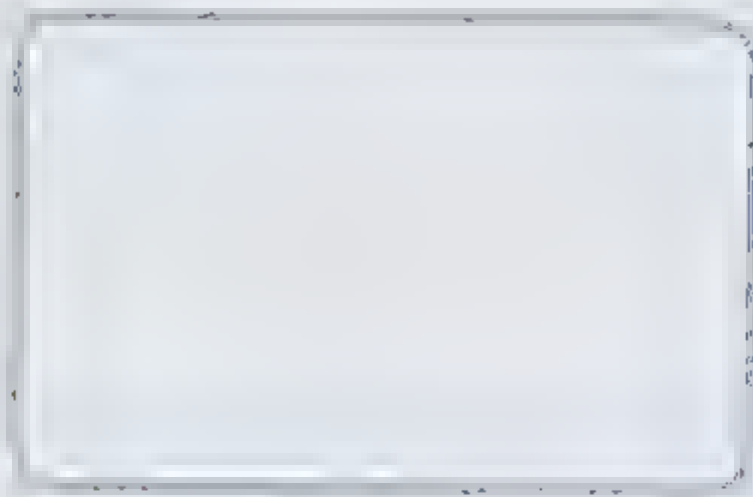
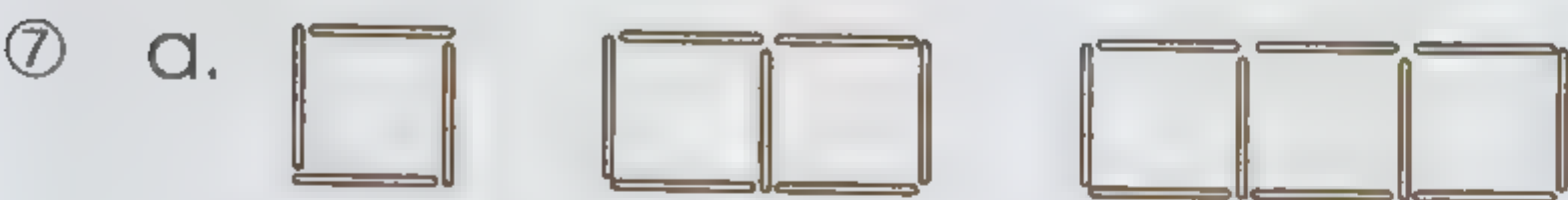
- ⑤ *Make a number pattern that starts at 24 and extends by adding 6 each time.*



- ⑥ *Make a number pattern that starts at 80 and extends by subtracting 8 each time.*

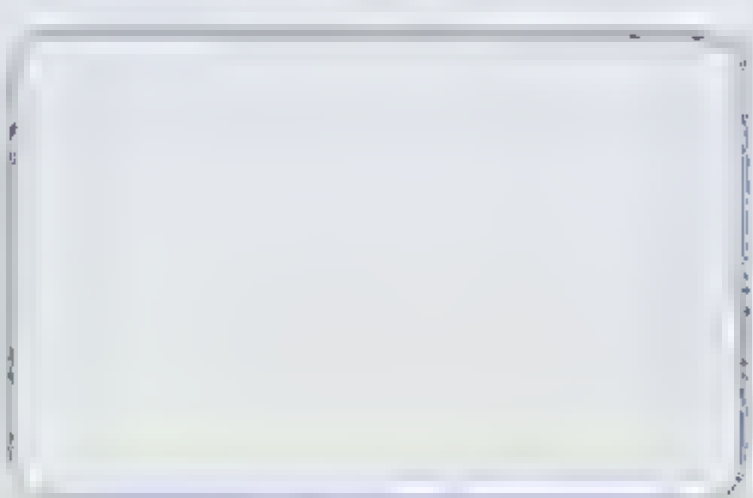
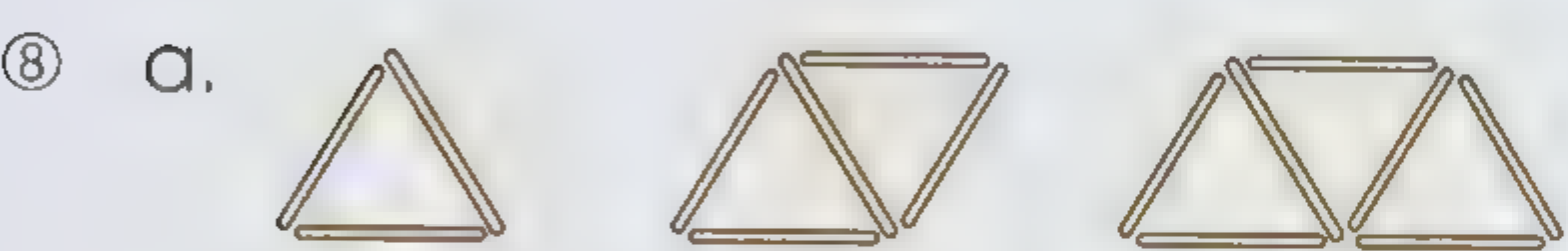


Follow each pattern to draw the next picture. Use a number sequence to represent the number of sticks used to make each figure. Then answer the question.



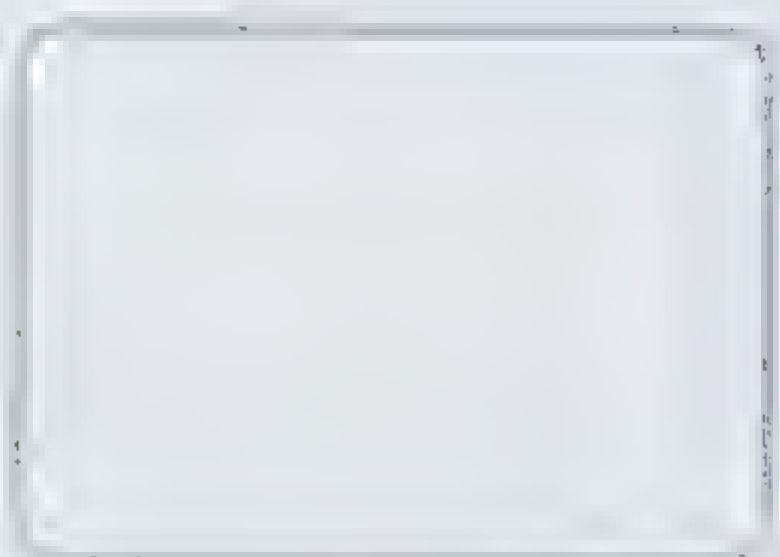
b. Number sequence:
____, _____, _____, _____

c. How many sticks are there in the 6th figure?
_____ sticks



b. Number sequence:
____, _____, _____, _____

c. How many sticks are there in the 6th figure?
_____ sticks



b. Number sequence:
____, _____, _____, _____

c.

How many sticks are there in the 5th figure?

_____ sticks



Look at each number sentence. Find the missing number.

$$\textcircled{10} \quad 10 - 3 = 7$$

$$3 + \quad = 10$$

$$\textcircled{11} \quad 4 + 20 = 24$$

$$24 - \quad = 4$$

$$\textcircled{12} \quad 15 - 8 = 7$$

$$7 + \quad = 15$$

$$\textcircled{13} \quad 6 + 13 = 19$$

$$\quad - 6 = 13$$

$$\textcircled{14} \quad 9 + 16 = 25$$

$$25 - \quad = 16$$

$$\textcircled{15} \quad 30 - 18 = 12$$

$$\quad + 18 = 30$$

Find the missing numbers with the help of the given equations.

$$23 + 7 = 30$$

$$4 + 12 = 16$$

$$7 + 9 = 16$$

$$21 + 4 = 25$$

$$8 + 9 = 17$$

$$23 - 16 = 7$$

$$21 - 18 = 3$$

$$3 + 15 = 18$$

$$32 - 5 = 27$$

$$9 + 3 = 12$$

$$41 - 16 = 25 \quad 20 - 6 = 14$$

$$\textcircled{16} \quad 16 - \quad = 9$$

$$\textcircled{17} \quad 25 - \quad = 4$$

$$\textcircled{18} \quad 7 + \quad = 23$$

$$\textcircled{19} \quad \quad + 16 = 41$$

$$\textcircled{20} \quad 18 - \quad = 15$$

$$\textcircled{21} \quad \quad - 3 = 9$$

$$\textcircled{22} \quad 3 + \quad = 21$$

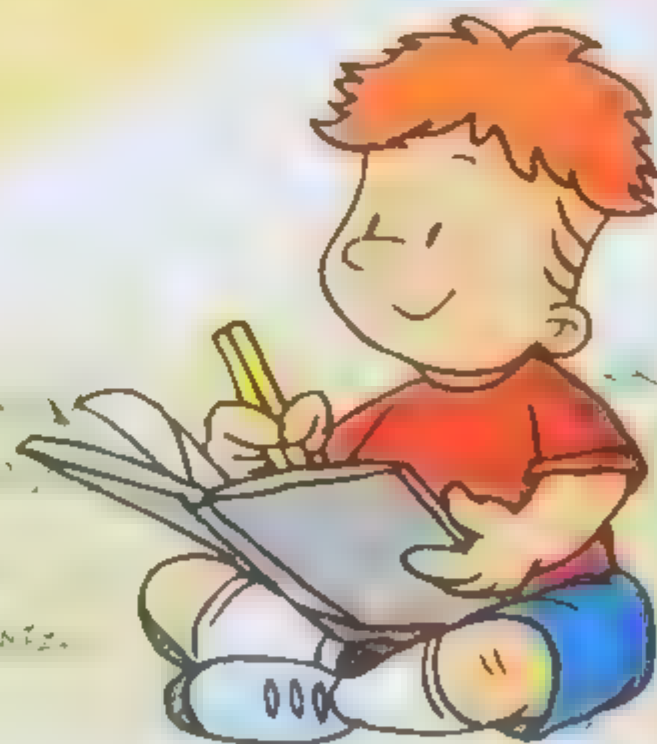
$$\textcircled{23} \quad 27 + \quad = 32$$

$$\textcircled{24} \quad \quad + 14 = 20$$

$$\textcircled{25} \quad \quad - 7 = 23$$

$$\textcircled{26} \quad \quad - 9 = 8$$

$$\textcircled{27} \quad 16 - \quad = 12$$



Steps to solve equations:

1st Simplify the equation.

2nd Use the guess-and-test method to find the solution.

e.g. $26 + 5 = 40 - \heartsuit$ ← Find the sum first.

$31 = 40 - \heartsuit$ ← Think: What number should be subtracted?

$\heartsuit = 9$ ← $40 - 9 = 31$

Simplify the equations. Then solve them.

28 $\heartsuit + 4 = 16 - 7$

29 $\star - 4 = 18 + 1$

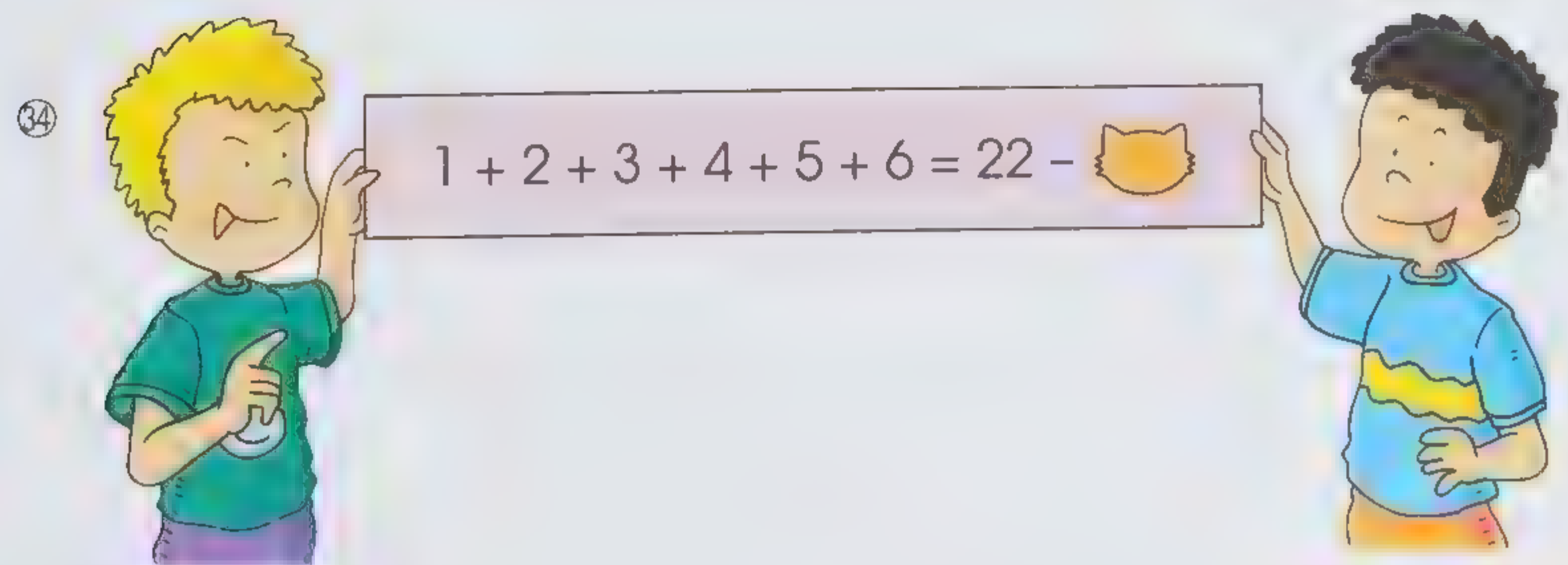
30 $12 + 3 = 21 - \text{sun}$

31 $\text{moon} - 6 = 15 + 8$

32 $15 + 2 = 27 - \text{apple}$

33 $18 - 3 = 10 + \text{orange}$

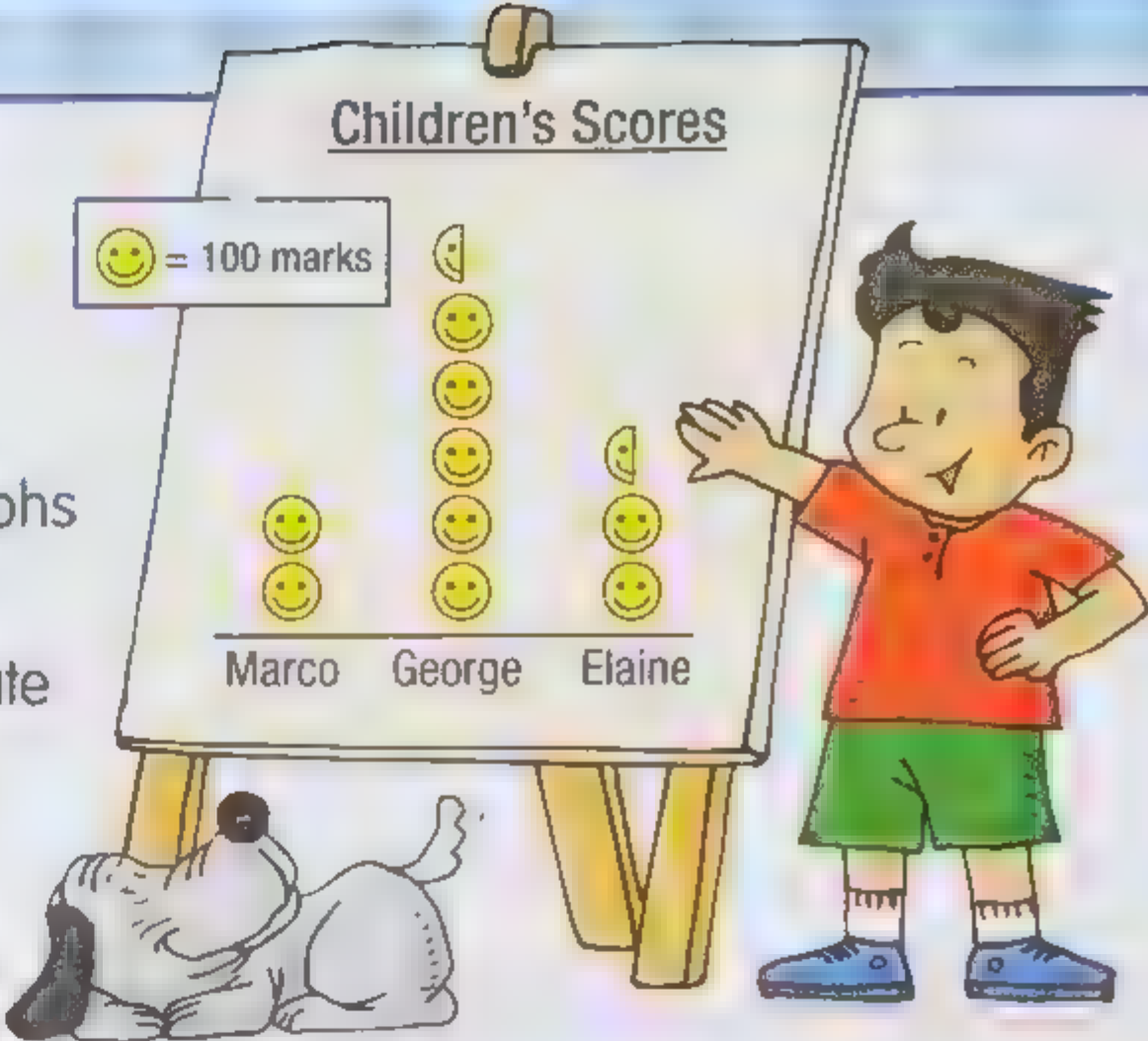
34 $1 + 2 + 3 + 4 + 5 + 6 = 22 - \text{cat}$



Graphs (1)

- Read and describe data presented in pictographs using many-to-one correspondence.
- Make pictographs to display data with appropriate titles and labels.

George, you have got the highest score with 550 marks!



See how many ice cream cones Mr. Winter sold yesterday. Look at the pictograph. Answer the questions.



- ①

How many flavours were there?

_____ flavours
- ②

How many vanilla ice cream cones were sold?

_____ cones
- ③

How many Neapolitan ice cream cones were sold?

_____ cones
- ④

How many more strawberry ice cream cones were sold than chocolate ice cream cones?

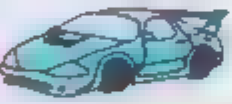



_____ more
- ⑤

If each ice cream cone cost \$2, how much did Mr. Winter get from selling the ice cream cones yesterday?

\$ _____

Uncle Tim recorded the number of each kind of toy left in his toy shop this week. Look at the pictograph. Answer the questions.



- ⑥ How many  are there? _____ 
- ⑦ How many  are there? _____ 
- ⑧ How many toy cars are there in all? _____ toy cars
- ⑨ How many wind-up toys are there in all? _____ wind-up toys
- ⑩ If the number of each kind of toy was the same at the beginning, which toy had the greatest sales? Explain.

- ⑪ If Uncle Tim wants to promote one of the toys next week, which toy should it be? Give a reason.

Judy has a collection of buttons. Help her put them into four categories and use tally marks to complete the table.



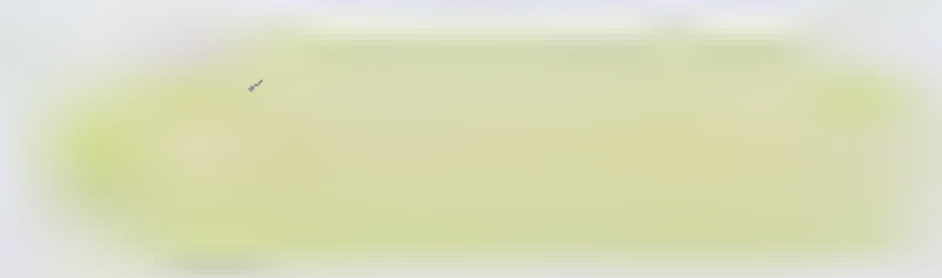
I have 2 kinds of buttons, flower and square. They have either 4 holes or 2 holes.

12

Number			

Look at the table on page 108. Complete the pictograph to show the data. Then answer the questions.

13



Each picture represents 4 buttons.

- 14 How many flower buttons does Judy have in all?

_____ flower buttons

- 15 How many buttons does she have in all?

_____ buttons

- 16 *If I give 37 buttons to my grandma, how many buttons will I have left?*

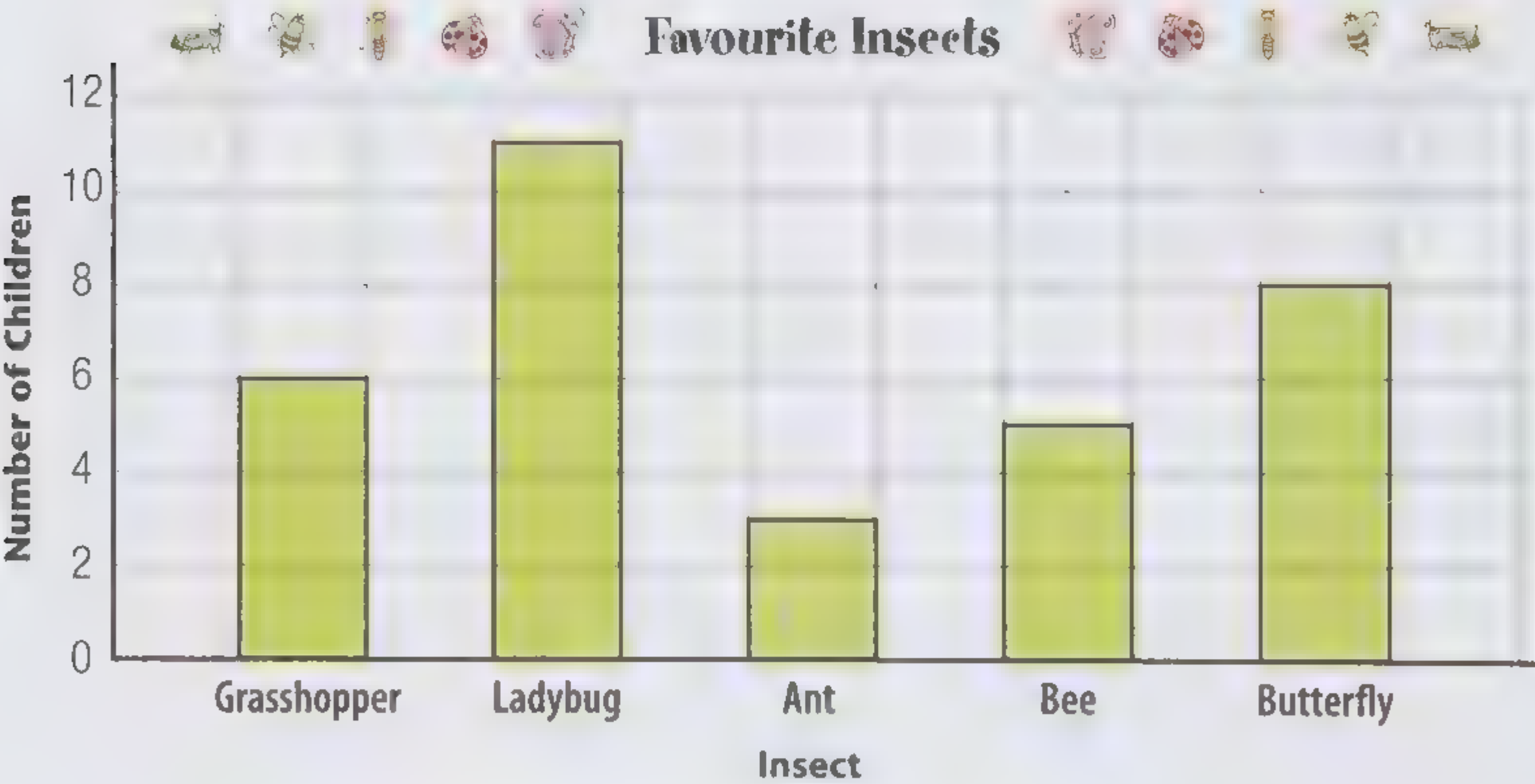
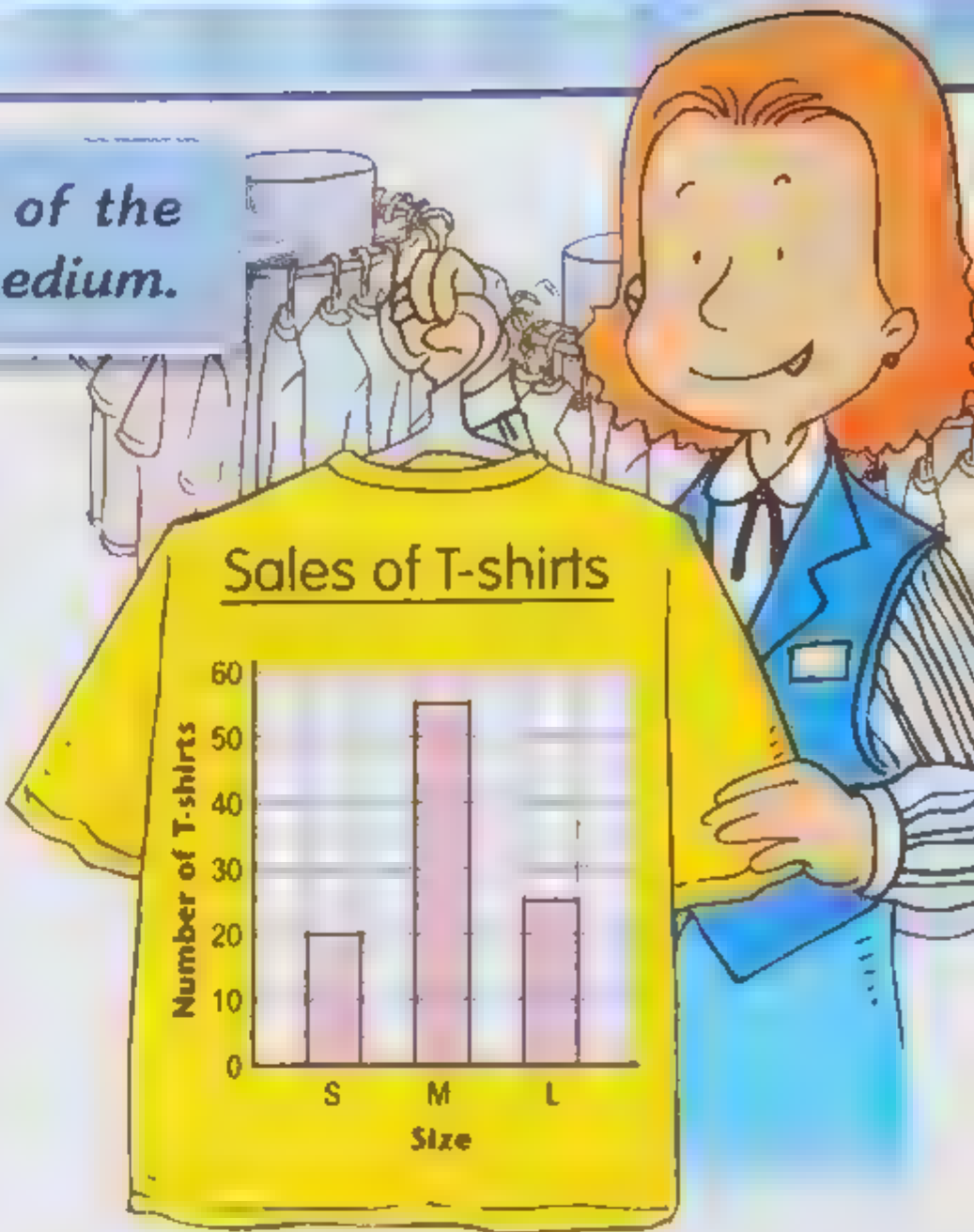
_____ buttons



Graphs (2)

- Read and describe data presented in a vertical or horizontal bar graph.
- Complete or make bar graphs to show the data.
- Understand and identify the mode in a set of data.

Read the bar graph showing the favourite insects of Mrs. Moxam’s class. Then answer the questions.



- ① How many children like the butterfly?

_____ children
- ② How many children like the bee?

_____ children
- ③ Which insect is the most popular?

- ④ Which insect is the least popular?

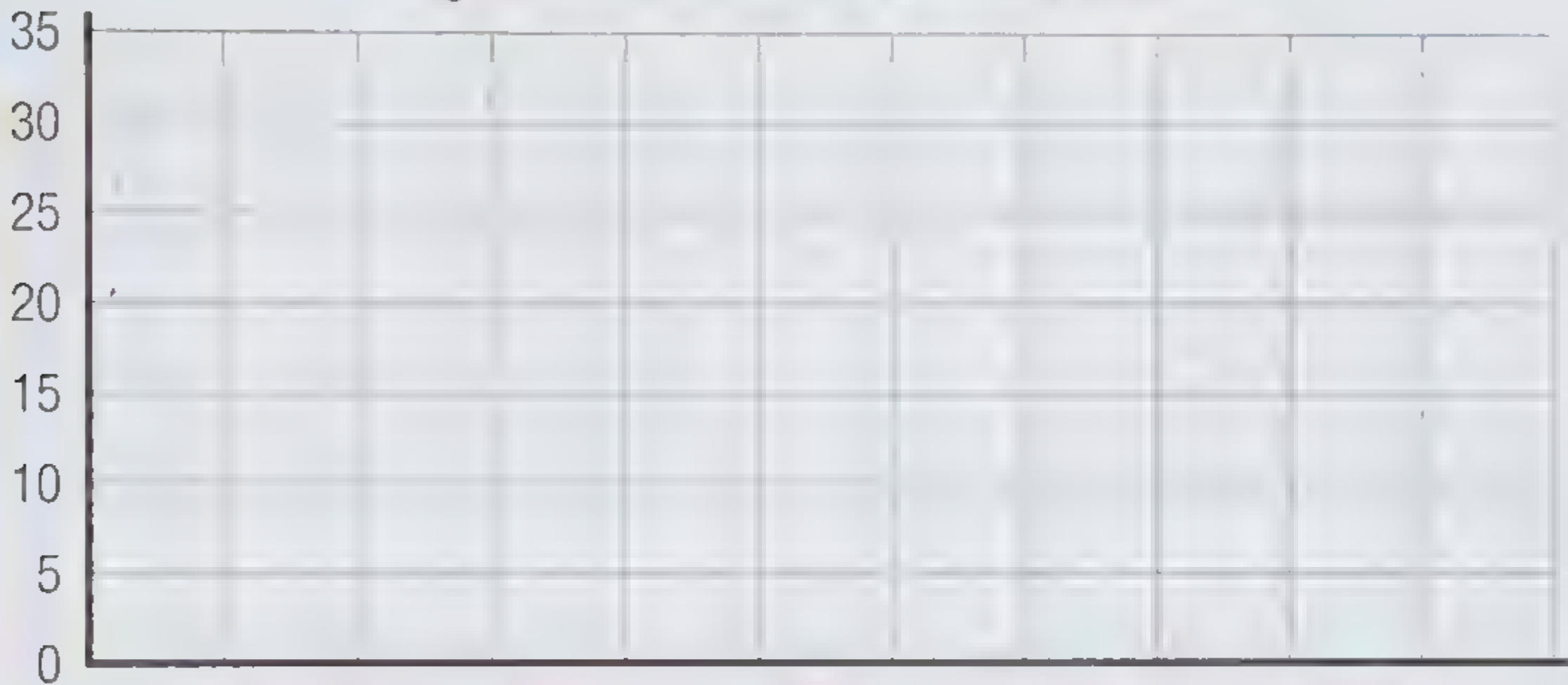
- ⑤ How many children are there in Mrs. Moxam’s class?

_____ children

Uncle Sam has 5 grocery stores. See how long it took each store to sell 10 cartons of juice. Complete the vertical bar graph to show the data and answer the questions.

Store	A	B	C	D	E
Number of Days	30	25	15	20	10

⑥ Days Taken to Sell 10 Cartons of Juice



- ⑦ What is the title of the graph?

- ⑧ How many days does each box represent? _____ days
- ⑨ Which stores took more than 3 weeks to sell 10 cartons of juice? _____
- ⑩ Which store had the best sales? How many cartons of juice did it sell each day on average? _____ ; _____ carton(s)

Judy is preparing muffins for her school’s fundraising program tomorrow. Look at the table. Help her complete the horizontal bar graph to show the data. Then answer the questions.

Flavour	Carrot	Oatmeal	Raisin	Blueberry	Banana
Number	22	19	11	13	18

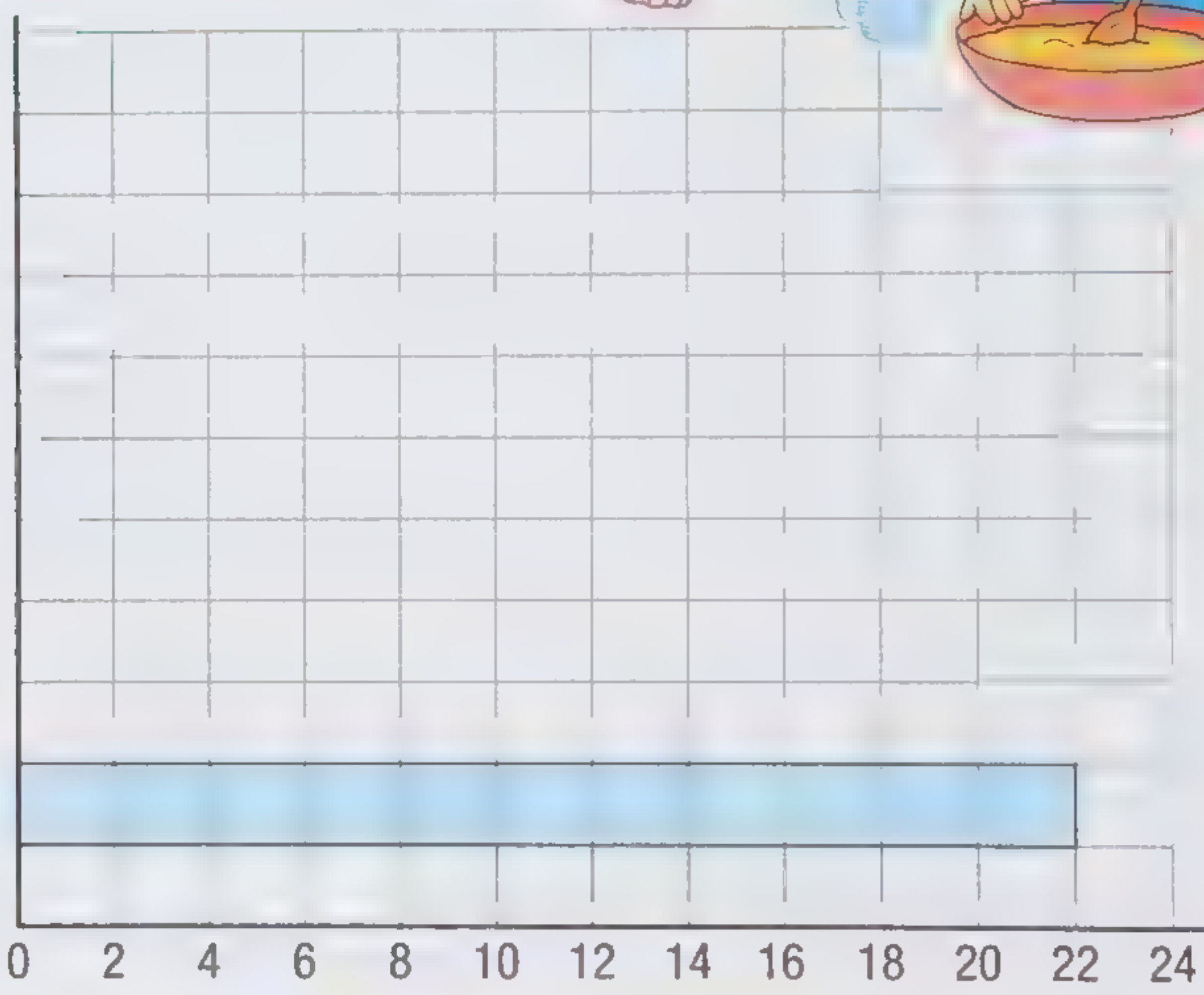


11

Judy’s Muffins



Carrot



- 12 How many different flavours are there? _____ flavours
- 13 How many muffins are with fruit? _____ muffins
- 14 How many muffins has she made in all? _____ muffins
- 15 If each muffin costs \$1, how much will be collected from selling all the muffins? \$ _____



Mode: the value that occurs most often in a set of data
e.g. Ted's 7-day savings: 32¢, 16¢, 32¢, 18¢, 40¢, 32¢, 15¢

Since 32¢ occurs most often, the mode savings is 32¢.

Look at each set of data. Find the mode.

- ⑩ The heights of 12 students:

120 cm	108 cm	98 cm	120 cm
108 cm	96 cm	114 cm	125 cm
108 cm	109 cm	105 cm	111 cm



The mode height is _____.

- ⑪ The weights of 15 women:

62 kg	58 kg	63 kg	70 kg	58 kg
63 kg	59 kg	58 kg	62 kg	62 kg
58 kg	61 kg	53 kg	57 kg	70 kg

Mode weight: _____

- ⑫ The lengths of 18 ropes:

46 cm	70 cm	52 cm	63 cm	60 cm
70 cm	54 cm	62 cm	70 cm	48 cm
49 cm	61 cm	70 cm	62 cm	70 cm
52 cm	70 cm	70 cm		

Mode length: _____

- ⑬ The costs of 10 rings:

\$275	\$316	\$127	\$316	\$275
\$117	\$98	\$275	\$400	\$400

The mode cost is _____.



Probability

- Predict the frequency of an outcome in a simple probability experiment.
- Understand the fairness in a game and relate this to the occurrence of equally likely outcomes.

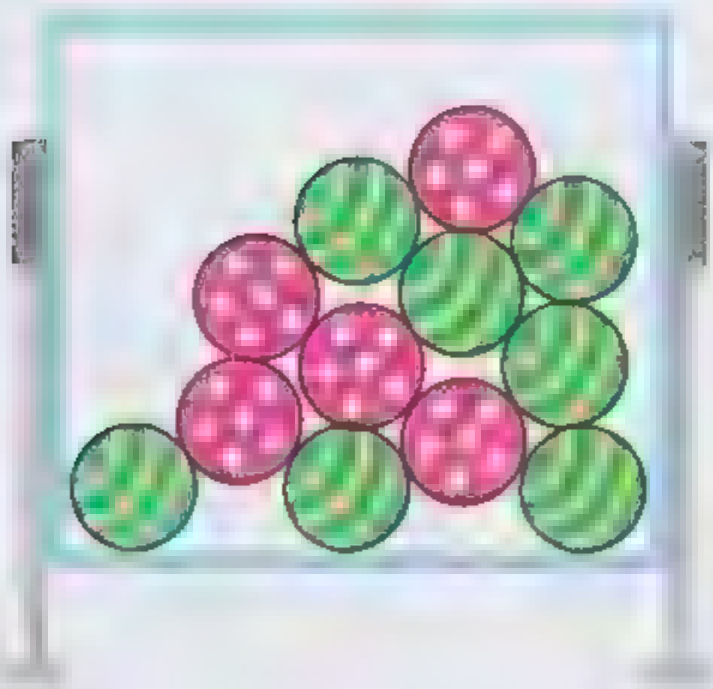


If I spin 6 times, I predict that the pointer will land on an animal 3 times and a plant 3 times.

The children are doing probability experiments. Check ✓ the best predictions.

① Draw a ball from the box 20 times.

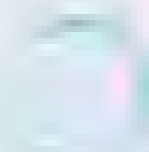
Predictions



- 4 times



- 16 times



- 15 times



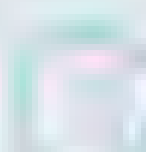
- 5 times



- 9 times



- 11 times



- 0 times



- 20 times

② Pick a card from the bag 50 times.

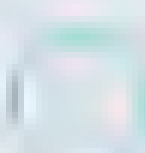
Predictions



- 40 times



- 10 times



- 34 times



- 16 times



- 34 times



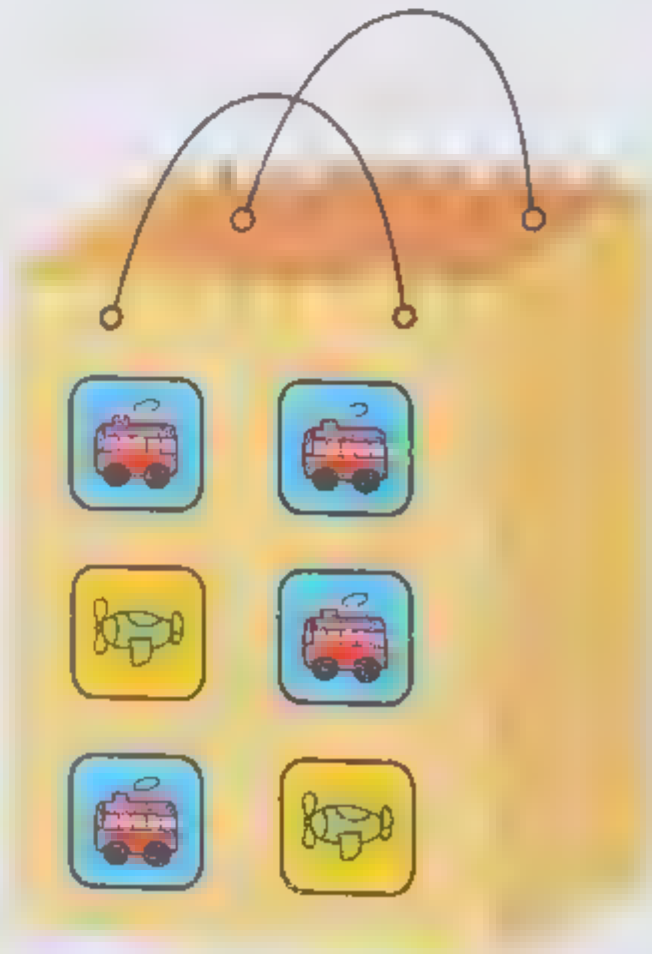
- 16 times



- 16 times





- 34 times



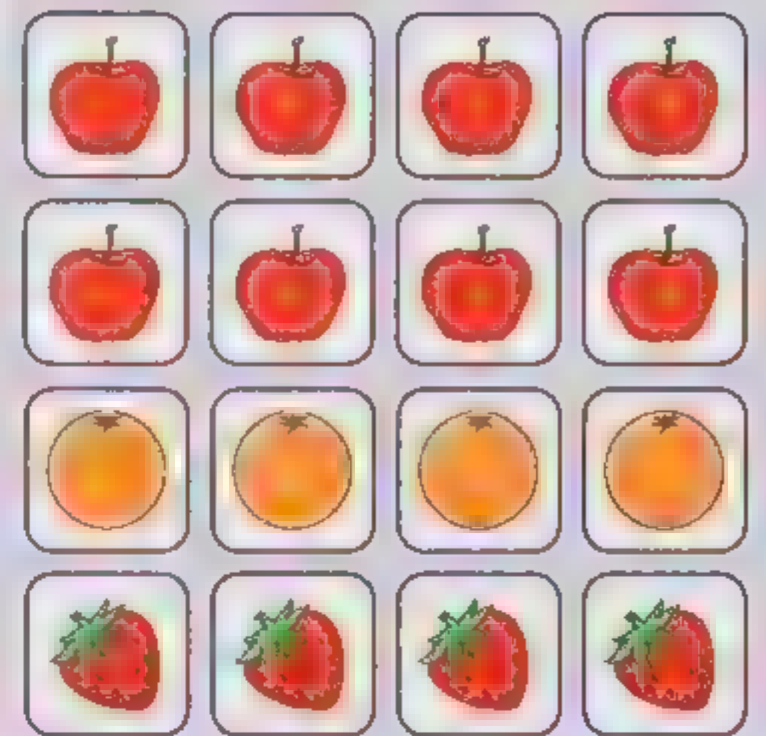
Look at the things that the children have. Answer the questions. Then predict the results.

③ Draw a card from Elaine's collection.


a. What are the possible outcomes?

b. Are the chances of drawing a  or a  the same?

Elaine's Collection



④ If Elaine draws a card 50 times without looking, what results do you predict?

Prediction:  _____ times  _____ times  _____ times

⑤ Spin the spinner once. What things may the pointer land on?

⑥ If Joe spins the spinner 40 times, what results do you predict?

Prediction:



_____ times



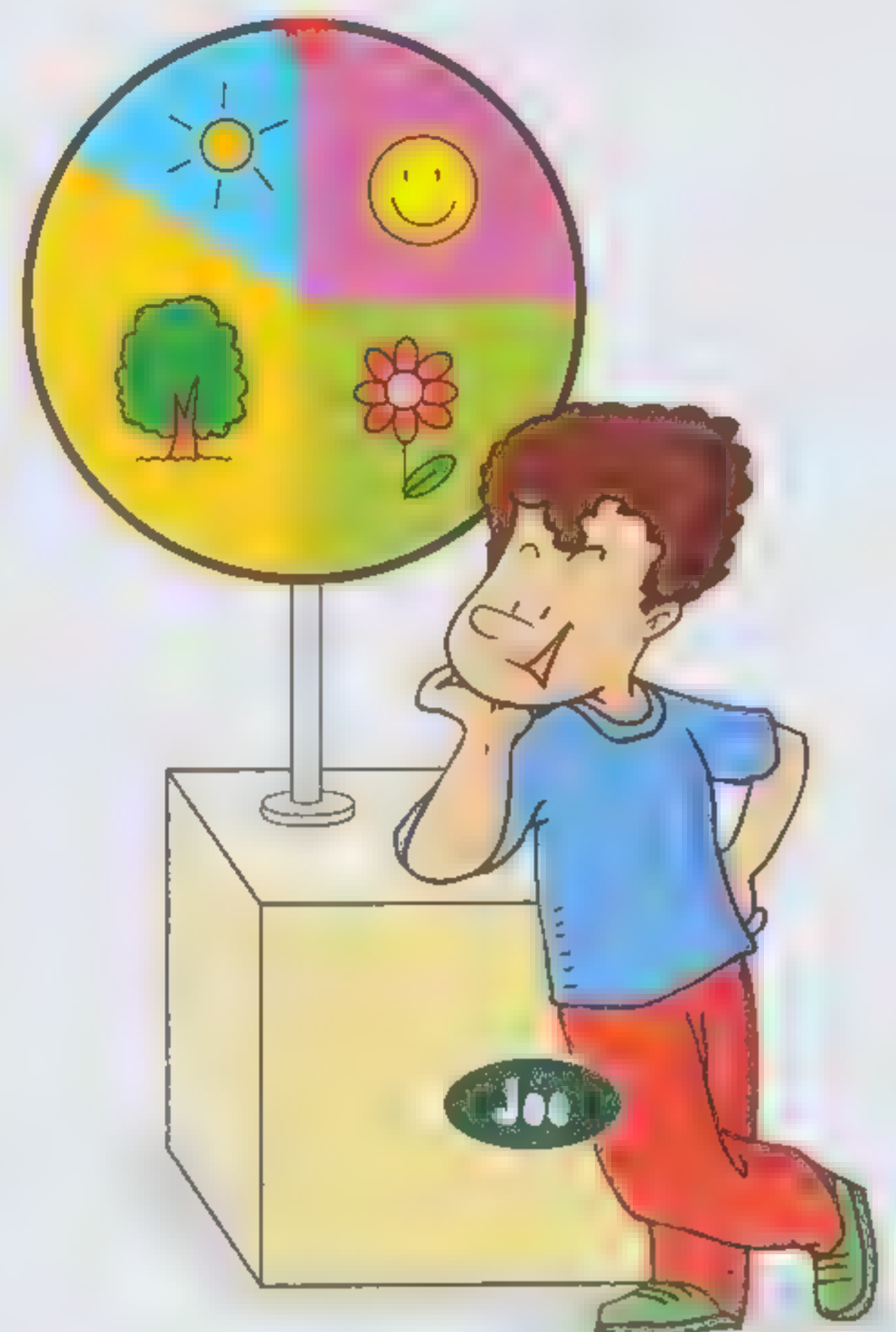
_____ times



_____ times

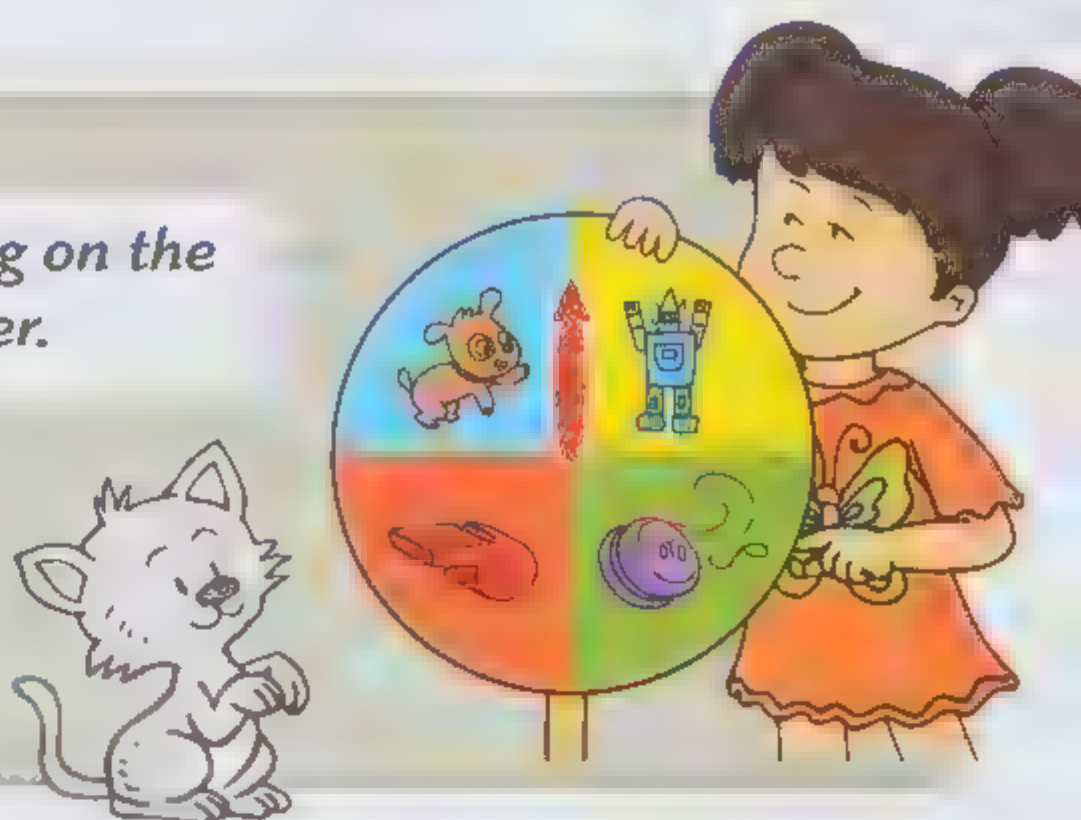


_____ times



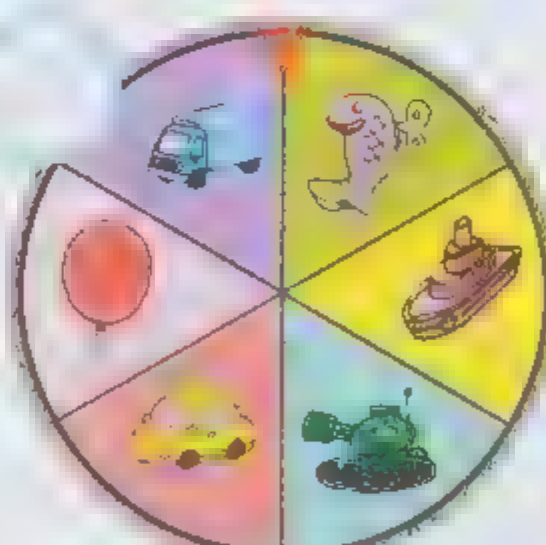
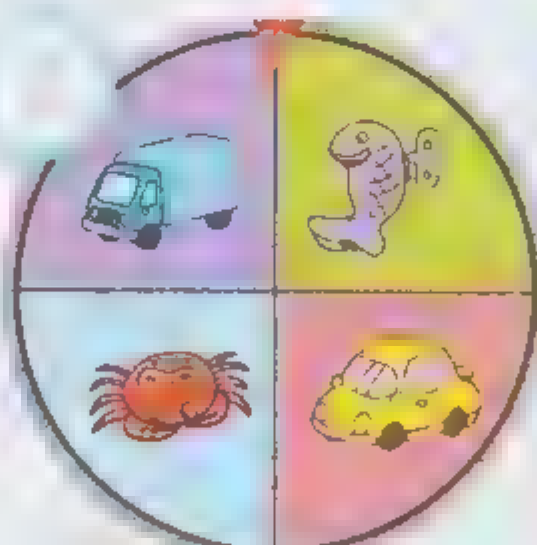
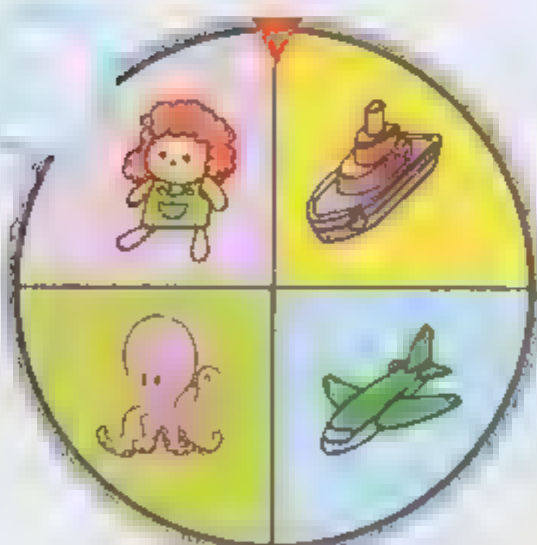
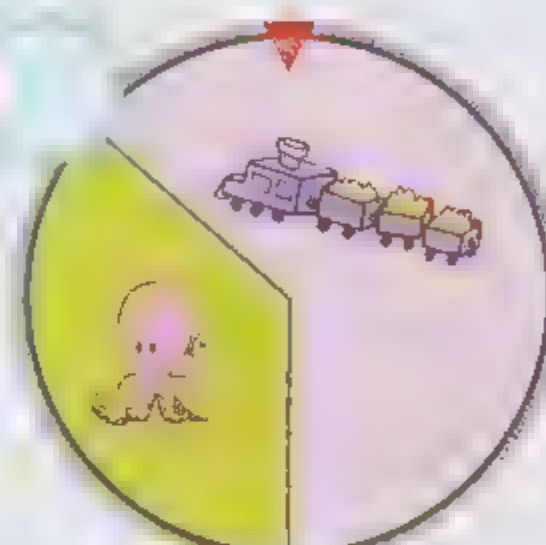
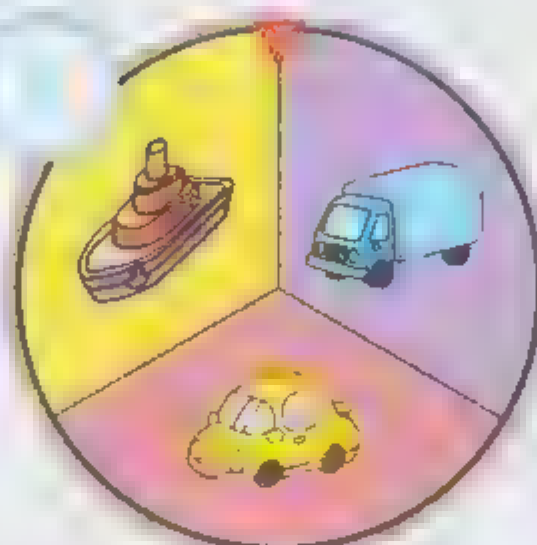
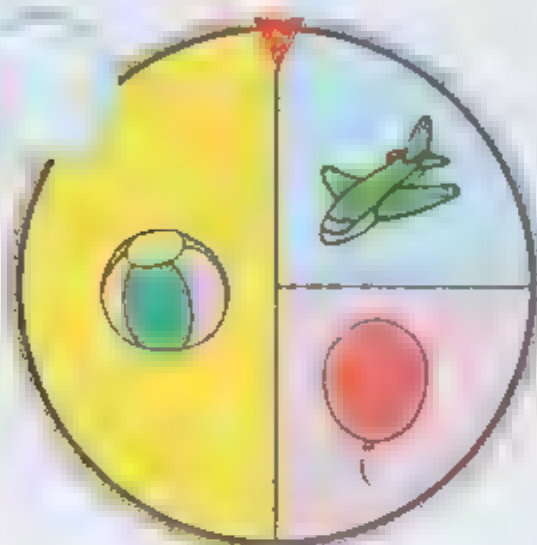
If a spinner is divided into equal parts and nothing on the spinner appears more than once, it is a fair spinner.

So this is a fair spinner.



Check ✓ the fair spinners.

⑦



Draw lines on each spinner and colour it.

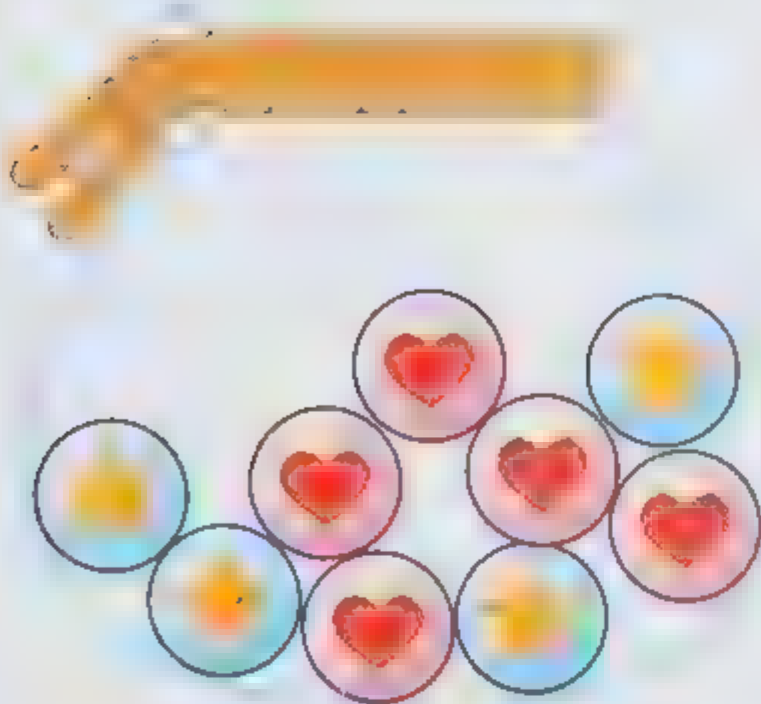
⑧ A 4-colour fair spinner

⑨ A 6-colour fair spinner



The children are drawing marbles from a bag. Help them answer the questions.

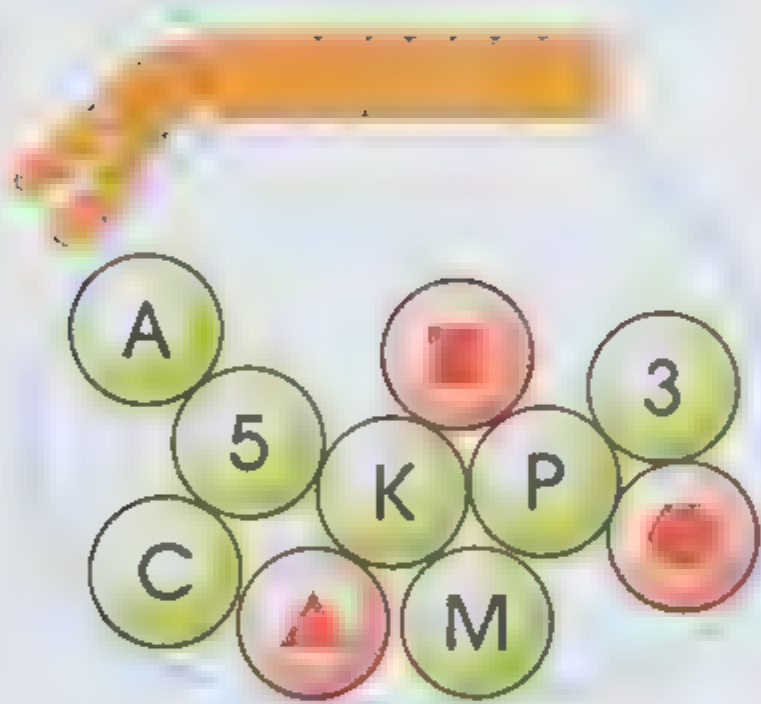
10



- a. If Judy draws a marble, is it more likely to get a star marble?

- b. Is it equally likely to get a star or a heart marble? If not, take out the fewest marbles in the bag to make the game fair.

11



- a. If Katie draws a marble, is it more likely to get a letter marble?

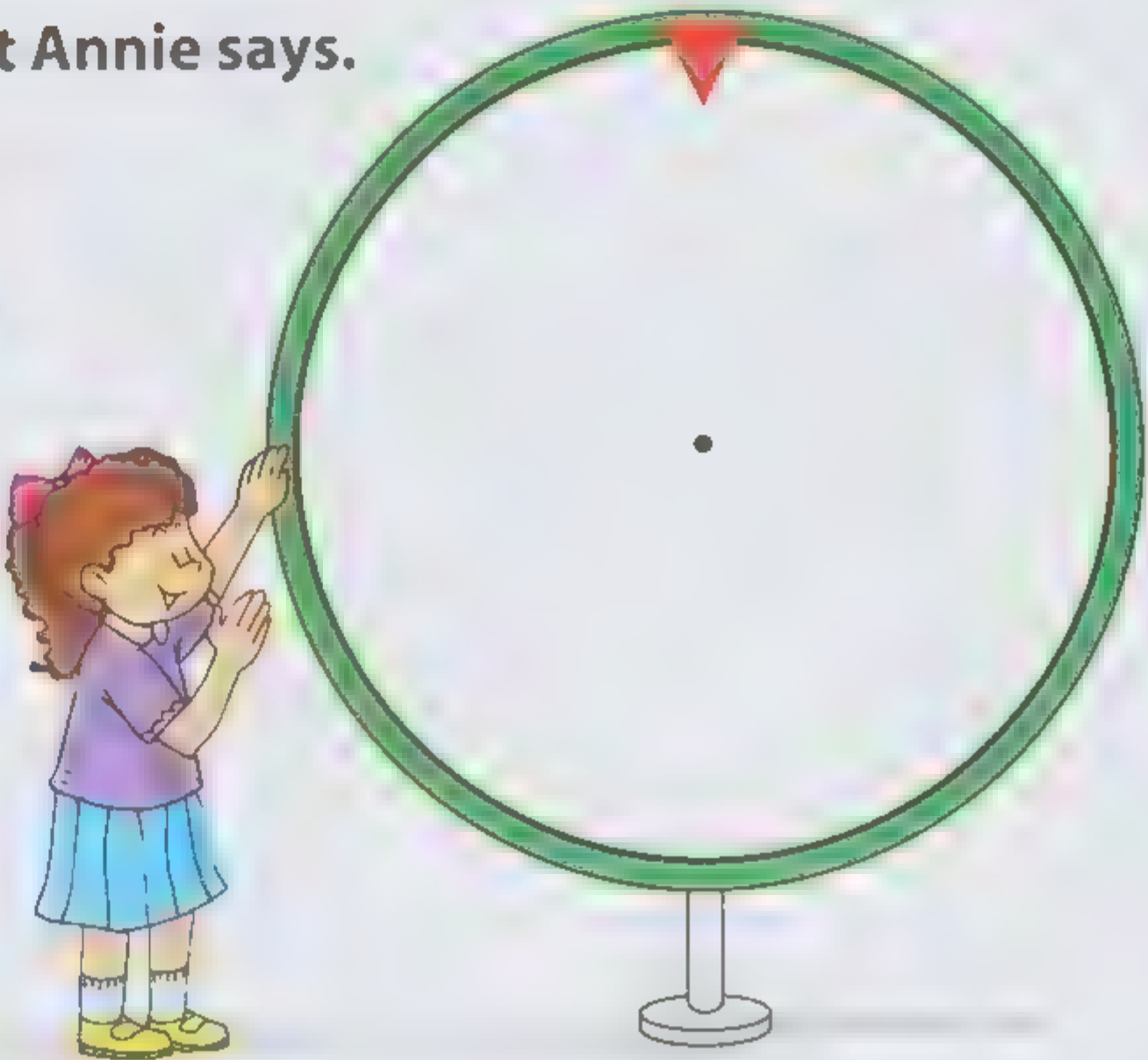
- b. Cross out **x** the fewest marbles in the bag to make the game fair.

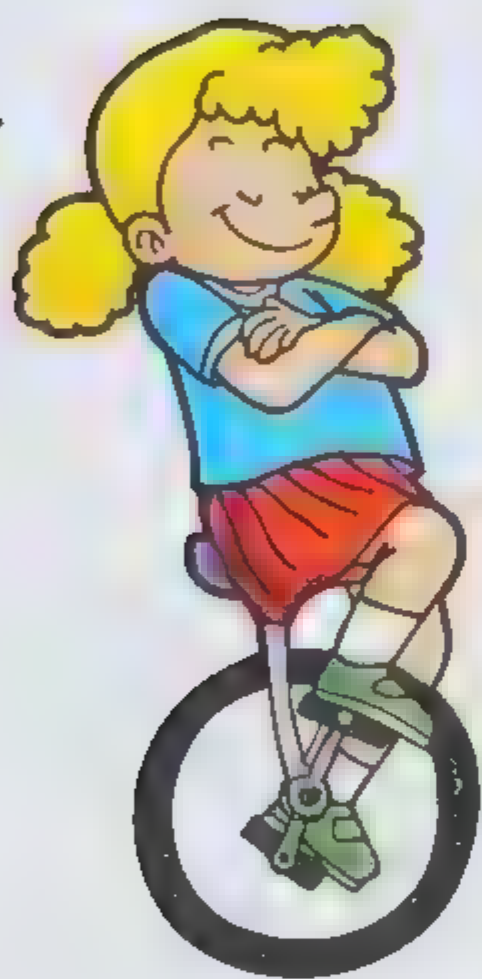
Colour the spinner to match what Annie says.

12

It is a 4-colour spinner. I spun it 100 times. Here are the results.

Red	24
Blue	10
Yellow	40
Green	26





ENGLISH



Groundhog Day

February 2 is Groundhog Day in North America. Every year on this day, we wait eagerly to see if the groundhog will come out of its burrow and find its shadow.

This idea comes from an old Scottish verse:

“If Candlemas Day is bright and clear, there will be two winters in the year.”

Candlemas Day is halfway between the first day of winter (December 21) and the first day of spring (March 21). Some people used to believe that if it was sunny on this day, then the rest of the winter would be cold. But if it was cloudy on this day, then the rest of the winter would be mild and short.

If the groundhog sees its shadow, there will be six more weeks of winter. If it does not see its shadow, then we know that spring will soon be with us.

Groundhogs are the only animal to have a day named after them.

A. Match the pictures with the statements. Write the letters in the boxes.

- A** The rest of the winter would be cold.
- B** The rest of the winter would be mild.
- C** There will be six more weeks of winter.
- D** Spring will soon come.

1. Candlemas Day



2. Candlemas Day



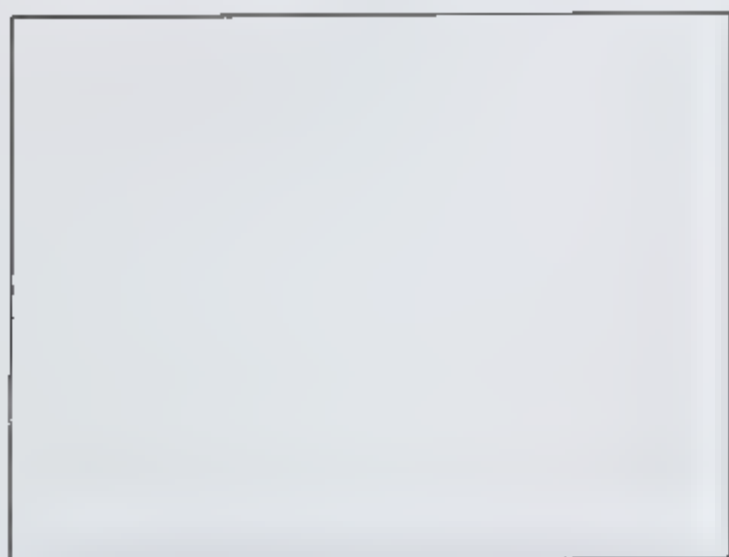
3.



4.



B. You have a chance to name a day after an animal. Which day and what animal will you choose? Draw a picture of the animal and write the reason.





Silent Consonants

Some consonants like "b", "c", "g", "gh", "h", "k", "l", "n", "t", and "w" are silent in some words.

Examples: bright know half two

C. Say the things. Complete the words with the correct silent consonants.

1.



s____issors

2.



sc____ool

3.



____reath

4.



cas____le

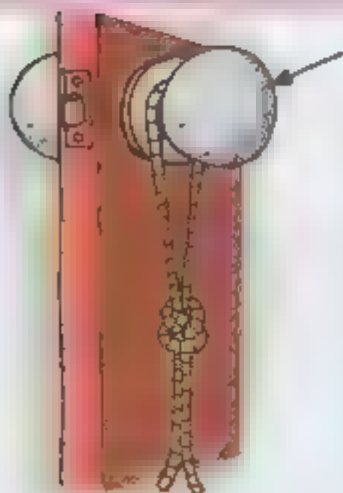


5.



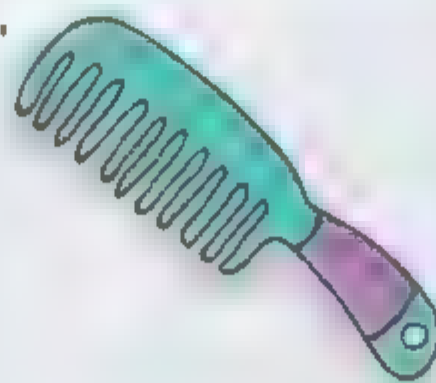
sta____k

6.



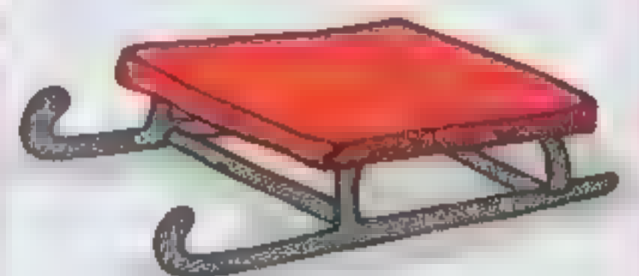
____nob

7.



com____

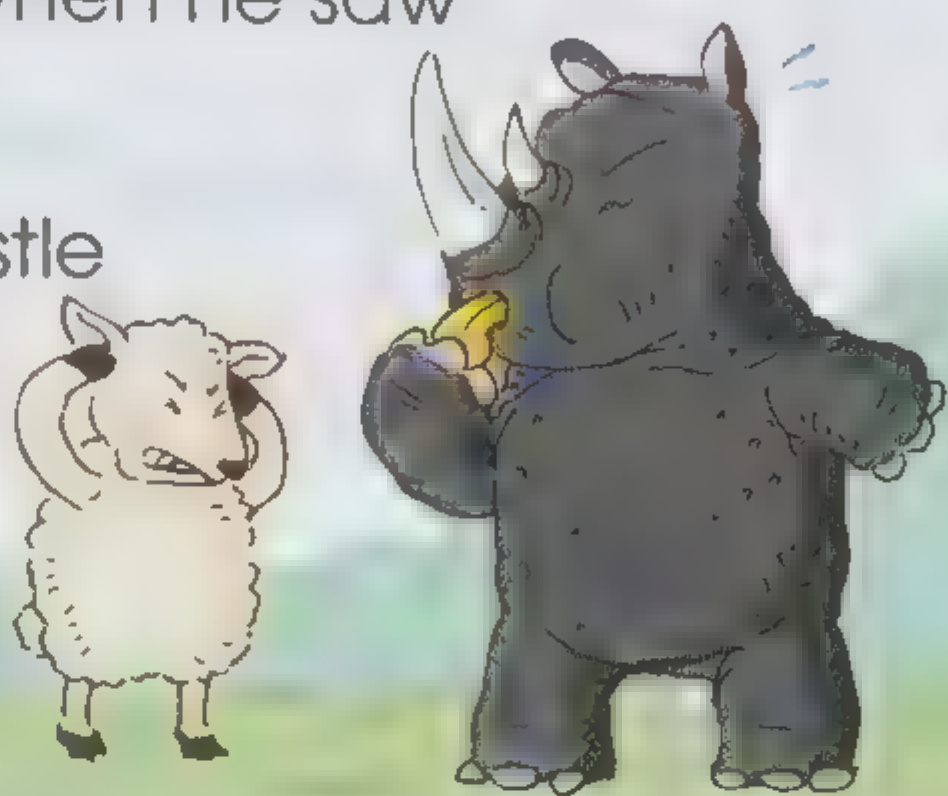
8.



slei____

D. Read the sentences. Circle all the silent consonants.

- 1. The knight was frightened by the lightning last night.
- 2. Don't write the answers in the wrong column.
- 3. He designed eight Christmas cards.
- 4. The scientist stayed calm when he saw the ghost.
- 5. The rhino is blowing a whistle beside the lamb.



E. Write two words with each silent consonant.

1. b	_____	_____
2. c	_____	_____
3. g	_____	_____
4. gh	_____	_____
5. h	_____	_____
6. k	_____	_____
7. l	_____	_____
8. n	_____	_____
9. t	_____	_____
10. w	_____	_____

The New Student



We have a new student in our class. She sits beside me. Her name is Emelyn Marquez. She comes from the Philippines. She came here with her parents. They live with her grandparents.

Emelyn came from a town called Dupax del Sur. They plant a lot of rice there. She taught us a song about planting rice. We all did gestures to go with the song. We sang the song in English. When we finished, Emelyn sang the song in her native language. It was beautiful.

Here is how it goes:

Planting Rice Is Never Fun

Planting rice is never fun.
Bend from morn till the set of sun.
Cannot stand, cannot sit.
Cannot rest for a little bit.

Emelyn said she liked planting rice, but it was a lot of hard work. I asked Emelyn if she wanted to come over after school this week. Guess what! She just phoned me. Her mother said she can come over tomorrow. I think Emelyn and I will be best friends!

A. Read the story and check ✓ the correct way of planting rice in the Philippines.



B. Colour  for the correct sentences. Colour  for the wrong ones.

- | | | | |
|--|--|-----|----|
| 1. Emelyn sits behind the writer. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |
| 2. Some people in the Philippines grow rice. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |
| 3. Dupax del Sur is a city in the Philippines. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |
| 4. The writer sang the song in Emelyn's native language. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |
| 5. Planting rice is not an easy job. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |
| 6. The writer likes planting rice. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |
| 7. The writer wants to be Emelyn's best friend. | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No |
| Yes | No | | |



Hard and Soft "C"

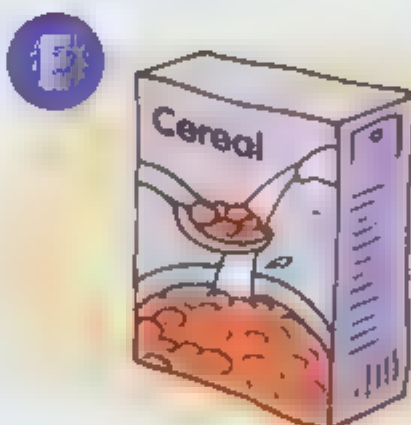
The consonant "c" usually has a **hard sound**.

Examples: come can call

When "c" is followed by "e", "i", or "y", it usually has a **soft sound**.

Examples: cell city cycle

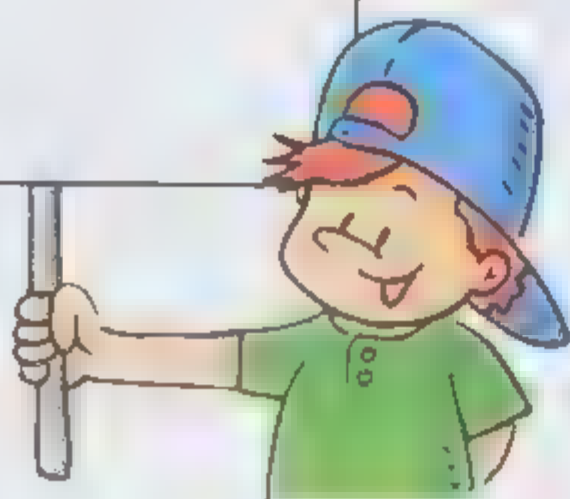
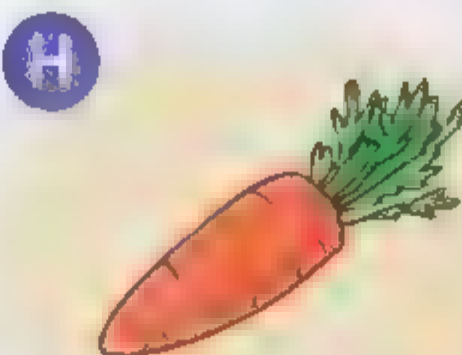
C. Say the things. Write the letters in the correct places.



Hard "C"



Soft "C"





Hard and Soft "G"

The consonant "g" usually has a **hard sound**.

Examples: go guess goat

When "g" is followed by "e", "i", or "y", it usually has a **soft sound**.

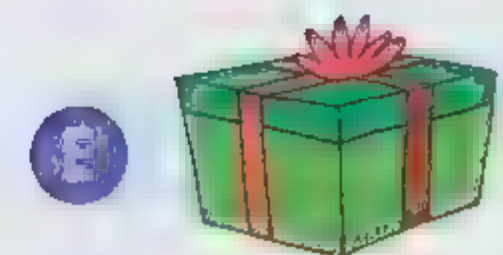
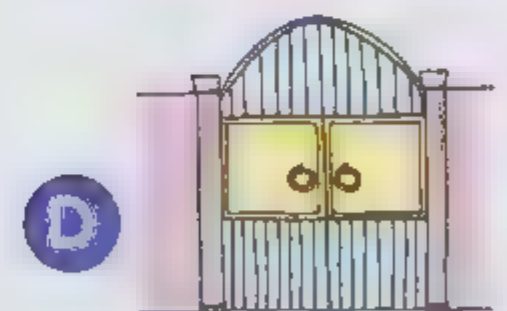
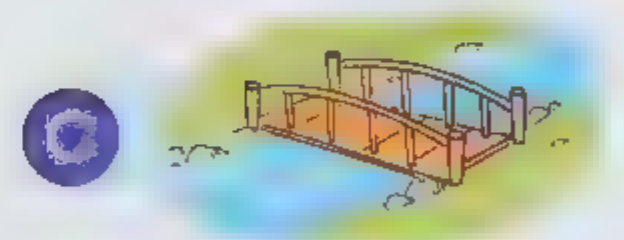
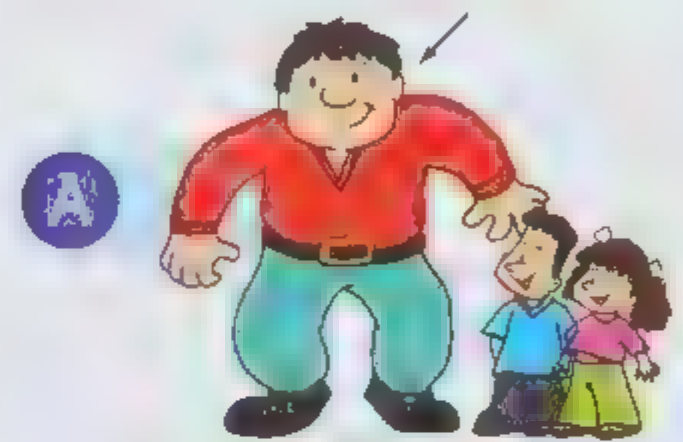
Examples: gesture giraffe gypsy

D. Say the things. Draw lines to join the pictures to the correct signs.

Hard "G"



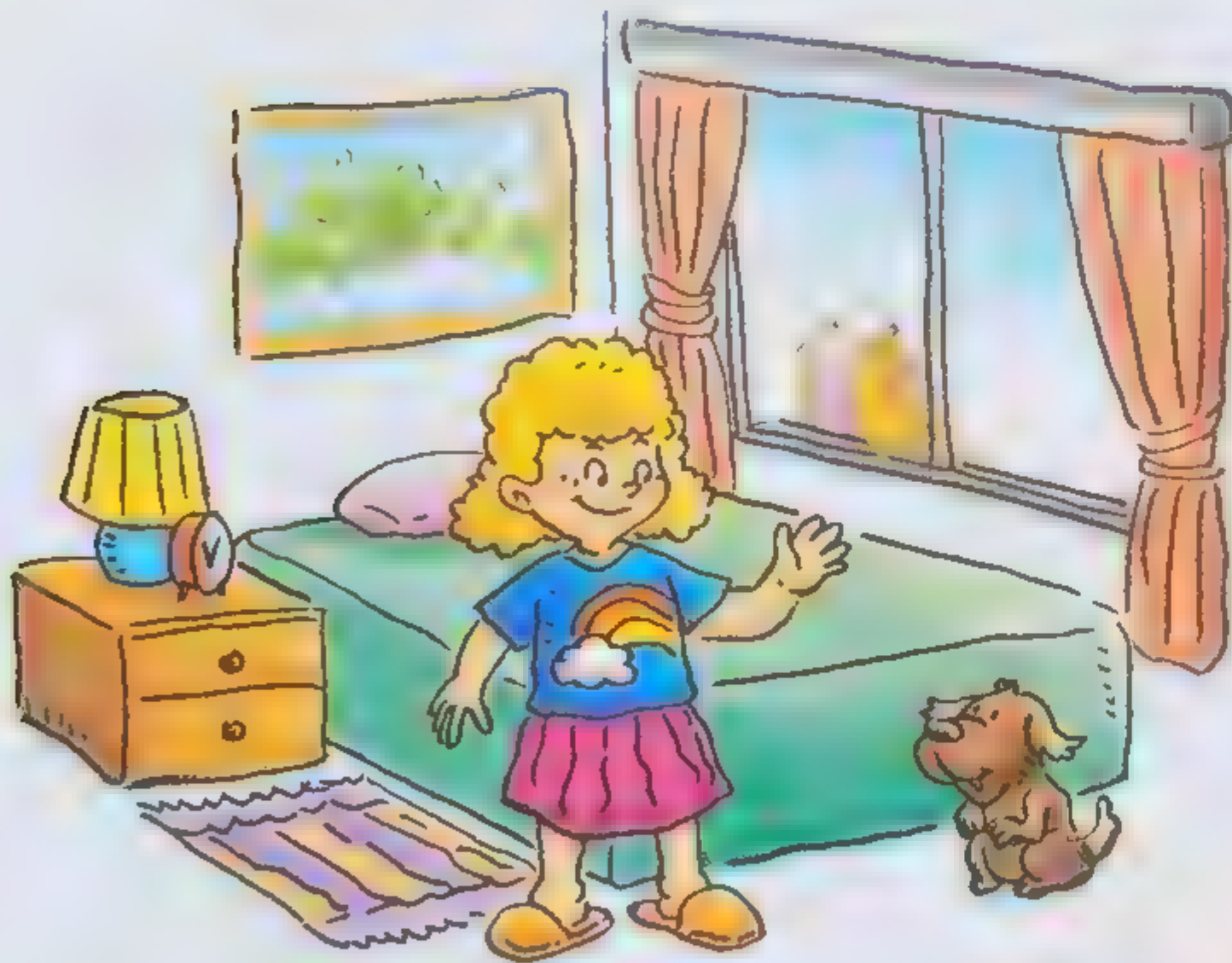
Soft "G"



There are many different ways to write poems. Poems do not have to rhyme. The lines of a poem can be made of many words or only a few – or even just one! Poems can tell a story and fill your head with many ideas. But some poems are about one idea, and will make you think of just one thing.

Acrostic Poems

Acrostic poems are special poems. The first letter from each line combines to spell a word. That word is like the title of the poem. Look at the two examples below.



Rain falls.
And then
I see a ribbon.
New and
Bright. Colours
Over the
Wind.

Mrs. Janet Green.
Oh, I think she is
The best.
Happy and nice
Every day.
Really, I love her a lot.



Acrostics are fun to write. Why don't you give it a try?

A. Write the title for each poem in the passage. Draw a picture to go with it.

1. _____

Rain falls.
And then
I see a ribbon.
New and
Bright. Colours
Over the
Wind.

2. _____

Mrs. Janet Green.
Oh, I think she is
The best.
Happy and nice
Every day.
Really, I love her a lot.



B. Write the acrostic poem below.

B _____
O _____
O _____
K _____
M _____
A _____
R _____
K _____



"y" as a Vowel (1)

When "y" comes at the end of a word with no vowel or in the middle of a word with no vowel except "e" at the end, it usually sounds like a **long "i"**.

Examples: why try rhyme

C. Say the words. Help Felix the Fly get to the bread by colouring the words that use "y" as a vowel with the long "i" sound.



fly

you

yo-yo

cry

day

way

dye

myth

every

only

my

grey

spy

really

rainy

stay

carry

style

tasty

copy

type

sky





"Y" as a Vowel (2)

When "y" comes at the end of a word with another vowel in it, it usually sounds like a **long "e"**.

Examples: many story happy

D. Say the words. Colour the ones that use "y" as a vowel with the long "e" sound.

1.



daisy

2.



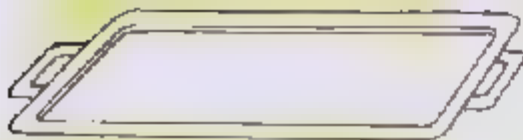
angry

3.



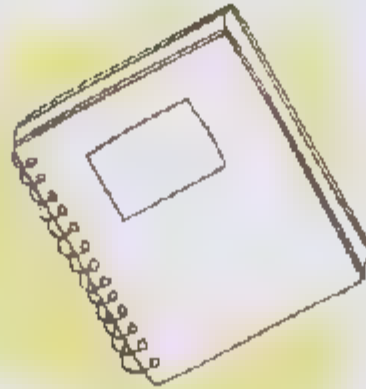
monkey

4.



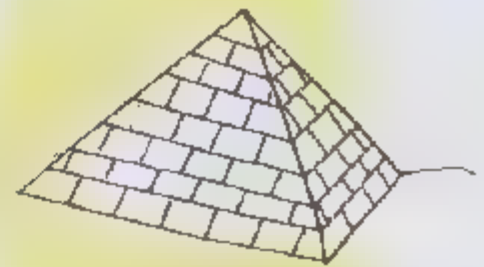
tray

5.



diary

6.



pyramid

7.



crystal

8.



hay

9.



mummy

What Are Things Made of?



You touch something plastic every day. But have you ever wondered how we get plastic? It does not grow in trees. We do not get it from animals. So, where does plastic come from?

We know how to make things from all kinds of other things found in the world around us. For example, glass is made from sand. Clay pots and china dishes are made from clay, which comes from the soil in some places. Jewellery is made from the stones we find deep under the ground.

Where do our clothes come from? We get cotton fabric from cotton balls that grow on bushes. Leather comes from the skin of animals. We also make woollen clothes from the wool of sheep.

We eat the plants we grow and the animals we raise. We get maple syrup from the sap of maple trees. Everything we use comes from the world around us.

So...where does plastic come from? We make it from oil we find in the ground!

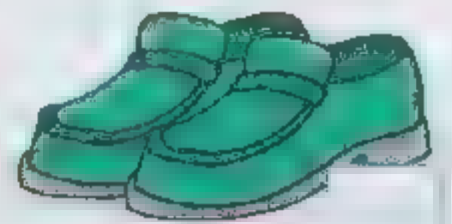
A. Match the pictures with the things they are made of. Write the letters.

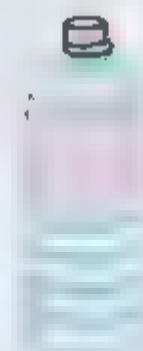
- A cotton bushes
- B wool of sheep
- C clay
- D sand
- E skin of animals
- F oil in the ground
- G sap of maple trees
- H stones under the ground

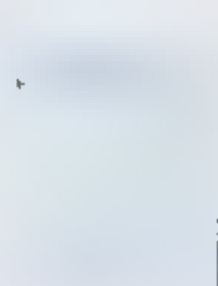




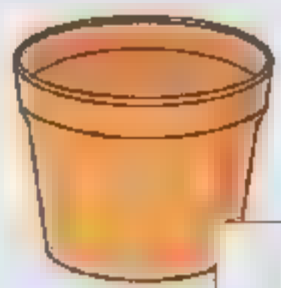












B. Change a letter in each word below to form a word you can find in the passage.

1. glow _____

2. boil _____

3. tough _____

4. planes _____

5. would _____

6. thinks _____



Long Vowel Digraphs

When two letters together form a long vowel sound, it is called a **long vowel digraph**.

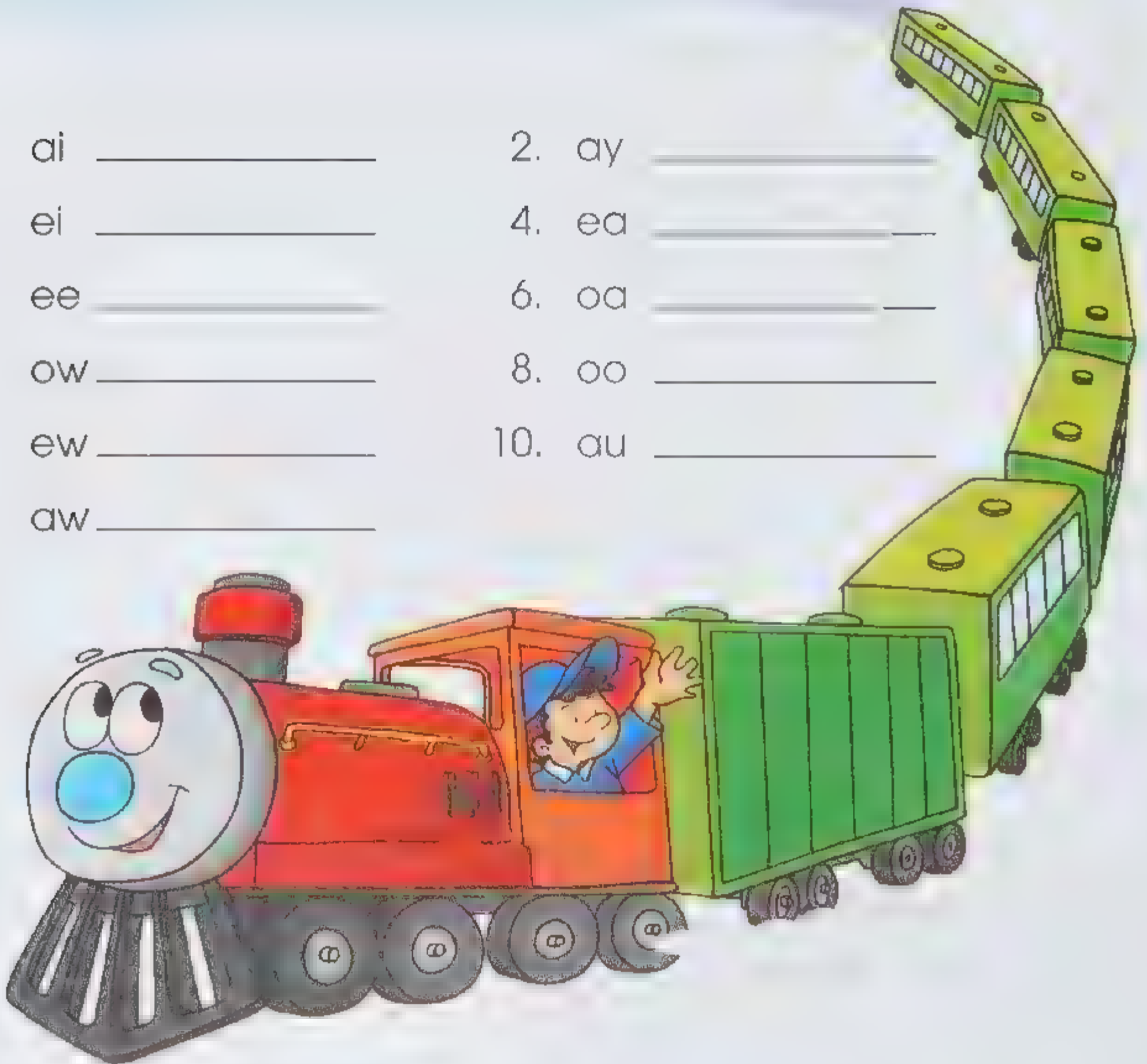
"**Ai**", "**ay**", "**ei**", "**ea**", "**ee**", "**oa**", "**ow**", "**oo**", "**ew**", "**au**", and "**aw**" are all long vowel digraphs.

Examples: clay sheep grow wool

C. Say the words. Put them next to the correct long vowel digraphs.

tree crew day jaw eight
train cause load eat boot know

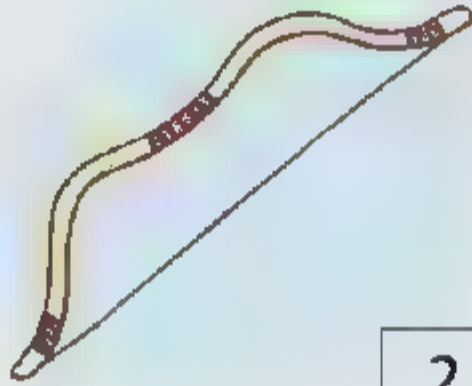
- | | |
|--------------|--------------|
| 1. ai _____ | 2. ay _____ |
| 3. ei _____ | 4. ea _____ |
| 5. ee _____ | 6. oa _____ |
| 7. ow _____ | 8. oo _____ |
| 9. ew _____ | 10. au _____ |
| 11. aw _____ | |



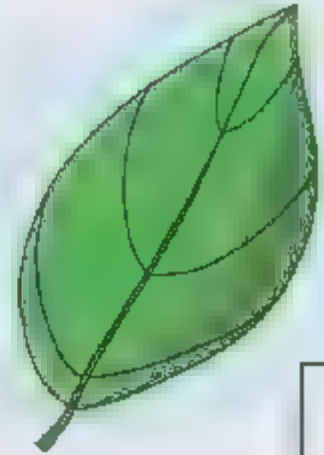
D. Say the things. Cross out X the ones that do not have long vowel digraphs.



1

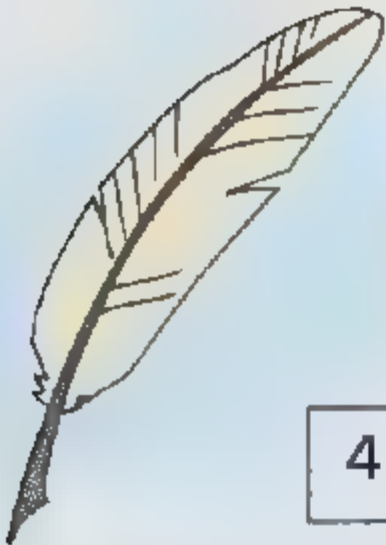


2



3

Some letters like "ea" in "leather" and "ow" in "cow" are not long vowel digraphs.



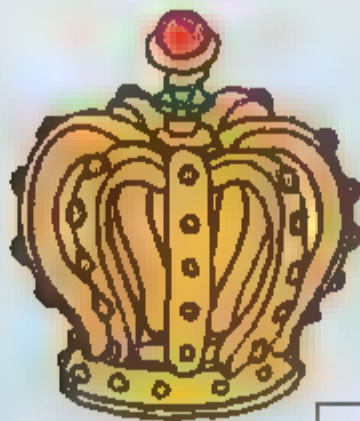
4



5



6



7



8

Today our gym teacher, Mr. Rollins, told us to do something special. At first, he told us to run one kilometre. Many of my classmates started to groan. They did not want to run.

Mr. Rollins was not happy. He said that we should be glad to have a chance to exercise at school. He said that gym class is a chance for us to keep fit.

After we ran, Mr. Rollins told us to write about why gym class is so important. He said we should be creative, so I wrote this poem.

Ode to Gym Class

Gym class is lots of fun.
We get to run and jump and play.
I think it's my favourite time of day,
And we should all be shouting "Hooray!"

I love to eat, I know it's true.
If I didn't have gym class,
I know what I'd do.
I'd get too big to fit in my shorts.
I wouldn't want to play any sports.

I love to play what I want – what I dare.
I love to play hard, but I love to play fair.
I'd like to be voted "Most Valuable Player"!
My efforts in gym class will get me there.

A Special Gym Class



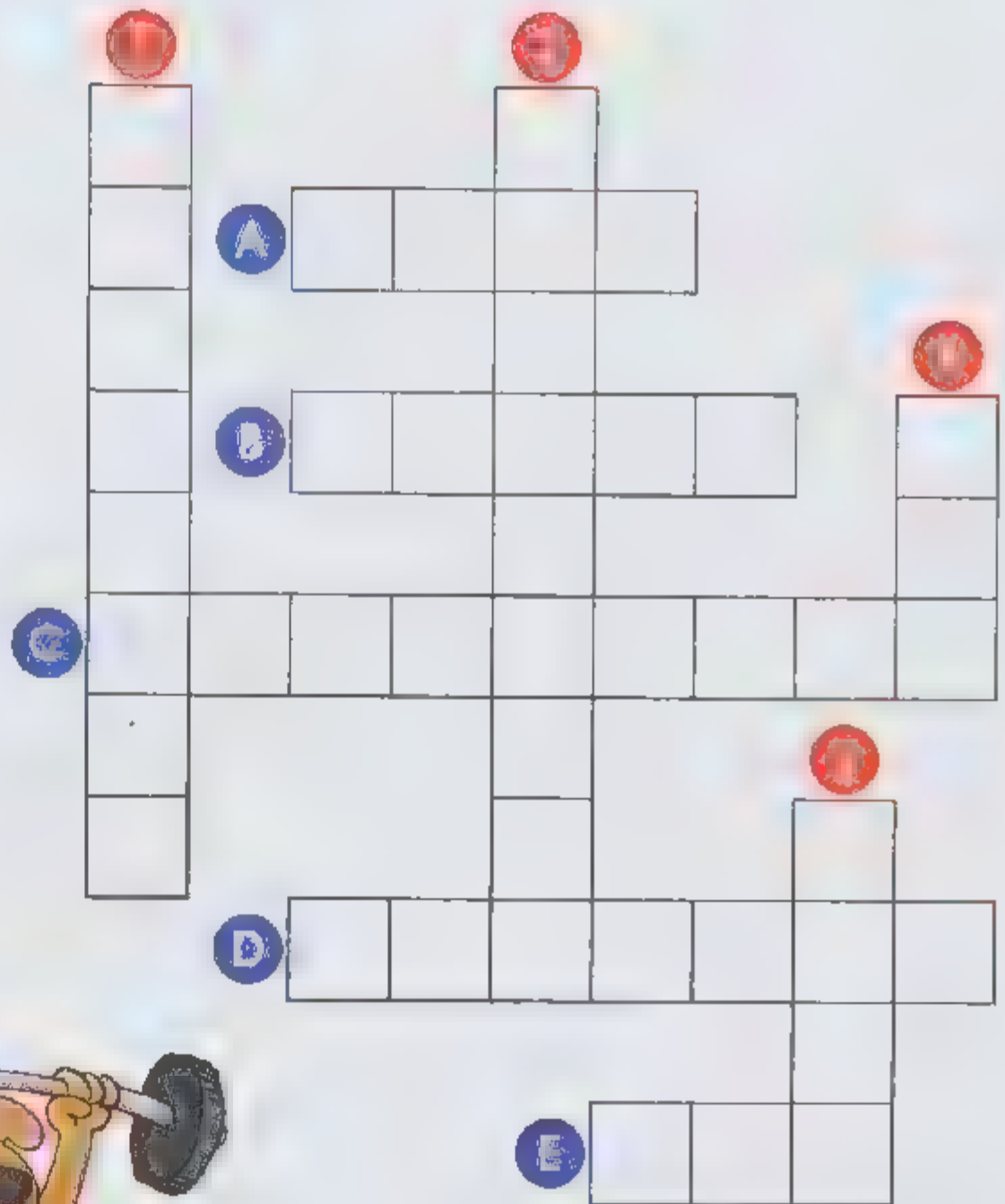
A. Read the clues. Complete the crossword puzzle with words from the story.

Across

- A. happy
- B. make a deep, sad sound
- C. of great value
- D. unusual
- E. a kind of poem

Down

- 1. work out
- 2. best liked
- 3. have courage to do
- 4. in good health



B. Write about why gym class is important.

Be creative!





Rhyming Words

Rhyming words are words that have the same ending sound.

Examples: fun – run special – social

A poem may have lines ending in rhyming pairs.

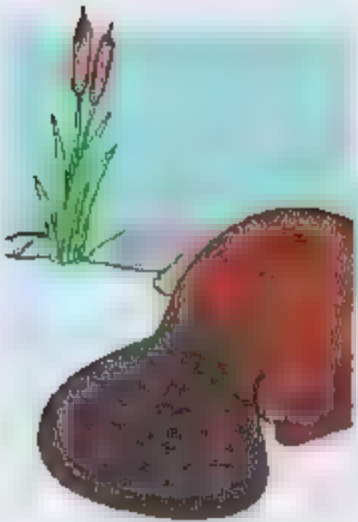
C. Say the words in each group. Cross out X the one that does not rhyme with the others.



do
school
true
clue



player
hooray
day
stay



fair
there
dare
tail



sports
shorts
efforts
escorts



fast
grass
class
mass



teacher
sculpture
richer
peaches

D. Say the things. Draw lines to match the rhyming pairs. Then write one more word that rhymes with each pair.

1.



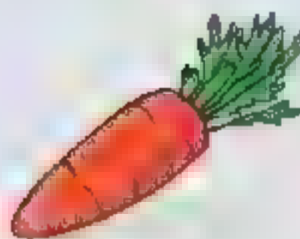
2.



3.



4.



5.



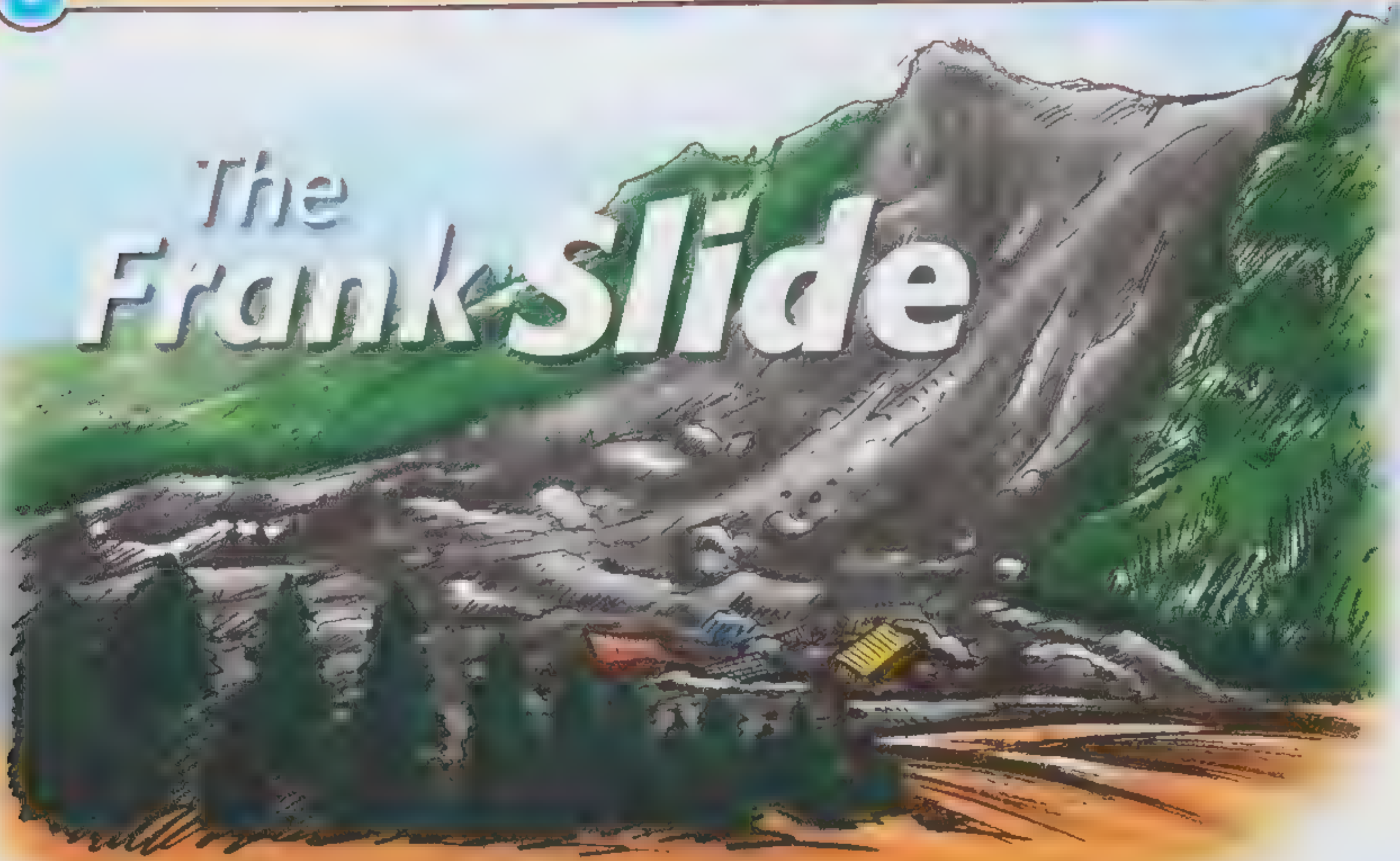
6.



7.



The Frank Slide



Frank, Alberta was a town at the foot of Turtle Mountain, near the border of British Columbia. It was on the Canadian Pacific Railway line. The town's main business was coal mining. It was a prosperous place.

On April 29, 1903, at 4:10 a.m., something terrible happened. Turtle Mountain broke apart. It was one of the deadliest landslides in North American history. 30 million cubic metres of limestone fell down the mountain and buried much of the town.

At that time, the population of Frank was about 600. More than 70 people died, but another 23 people who had been buried were rescued. This included 17 coal miners who were underground at the time of the slide. They rescued themselves by tunnelling upward to safety. Three quarters of the town's homes were destroyed, and two kilometres of railway line was obliterated.

The slide lasted less than two minutes, but the debris spread over three square kilometres. Scientists have long wondered how rocks could spread so far and wide in such a short time. Many believe that, in a case like this, the rock and soil flow like a thick liquid. They believe Turtle Mountain collapsed because it was made unstable by underground coal mining and erosion by weather and water.

A. Check ✓ the correct sentences.

1. Frank is a town on Turtle Mountain. ☐
2. Coal mining was Frank's main business in 1903. ☐
3. Firefighters rescued 17 coal miners underground. ☐
4. 30 million cubic metres of mud fell down the mountain during the slide. ☐
5. The Frank Slide was one of the deadliest landslides in North American history. ☐
6. Underground coal mining had made Turtle Mountain unstable. ☐

B. Match the facts. Write the letters on the lines.

- A** the population of Frank in 1903
- B** the day when the Frank Slide took place
- C** the number of people rescued
- D** the time when the slide occurred
- E** the duration of the slide
- F** the length of railway line destroyed

- | | | | |
|-------------------|-------|-------------------|-------|
| 1. 23 | _____ | 2. April 29, 1903 | _____ |
| 3. two kilometres | _____ | 4. 600 | _____ |
| 5. two minutes | _____ | 6. 4:10 a.m. | _____ |



Common and Proper Nouns

A **common noun** names any person, animal, place, or thing.

Examples: miner deer province rock

A **proper noun** names a specific person, animal, place, or thing. It always begins with a capital letter.

Examples: Mr. Jenkins Bambi Alberta the Olympics

C. Circle the common nouns and underline the proper nouns in the sentences.

1. Aunt Rosaline and her family moved to Edmonton last year.
2. Her daughter Sherry told me that West Edmonton Mall is the largest shopping centre in North America.
3. You can find all types of shops in the mall.
4. Have you ever heard of Turtle Mountain?
5. There was a town called Frank at the foot of the mountain.
6. Alberta is a province to the east of British Columbia.
7. My family will take a trip to Banff next month.
8. Our neighbour will take care of our dog Mickey for us.



D. Complete the card about yourself.



*All the information you write
should be proper nouns.*

My name : _____

My birth month : _____

My city : _____

My school : _____

My favourite book : _____

My favourite movie : _____

My favourite festival : _____

Name of my father : _____

Name of my mother : _____

Name of my best friend : _____

Name of my pet (if any) : _____

A Gaggle of Geese?

Have you ever heard of a flock of sheep, a herd of buffalo, or a litter of kittens? You probably have. But have you ever heard of a pod of seals, a pride of lions, or a colony of penguins? What about a gaggle of geese?

We use different words to talk about different groups of animals. We can use words to talk about animals that are about the same size and type. For example, we can use the word “herd” to talk about buffalo, cattle, deer, and moose. We use the word “pack” to talk about wolves and wild dogs. We can use the word “flock” to talk about sheep and birds, but when we talk about a group of crows, we call them a murder of crows. Maybe that is because farmers do not like it when crows eat their crops.

What word do we use to talk about a group of fish? If we visit an aquarium, we might say: look at the school of beautiful tropical fish! Yes...a school of fish! Do fish really go to school?

When we learn to use interesting words like these, people enjoy listening to us talk!



A. Write the words in the correct places.



cattle penguins
wolves sheep geese
fish crows lions kittens seals

- | | |
|----------------------|----------------------|
| 1. a herd of _____ | 2. a school of _____ |
| 3. a colony of _____ | 4. a murder of _____ |
| 5. a pack of _____ | 6. a pride of _____ |
| 7. a flock of _____ | 8. a litter of _____ |
| 9. a gaggle of _____ | 10. a pod of _____ |

B. Draw a group of animals mentioned in the passage. Fill in the blanks to complete the title.

A _____ of _____



Irregular Plural Nouns

For nouns ending in "y", change the "y" to "i" and add "es" to form the plural. For nouns ending in "f/fe", change the "f/fe" to "v" and add "es".

Examples: fairy → fairies calf → calves life → lives

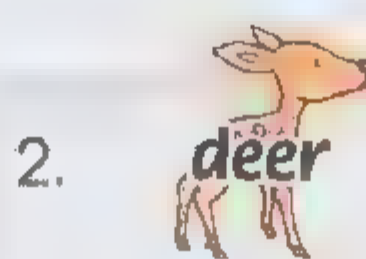
Some plural nouns may be spelled the same as or completely different from their singular form.

Examples: salmon → salmon ox → oxen

C. Circle the correct plural form for the first words.



foots
feet
feat



deer
deeres
deers



citys
cityes
cities



mouses
mice
mousses



knives
knifes
knifees



familys
famives
families



tooths
tooth
teeth



leaves
leaies
leafs



offspring
offsprings
offspringes

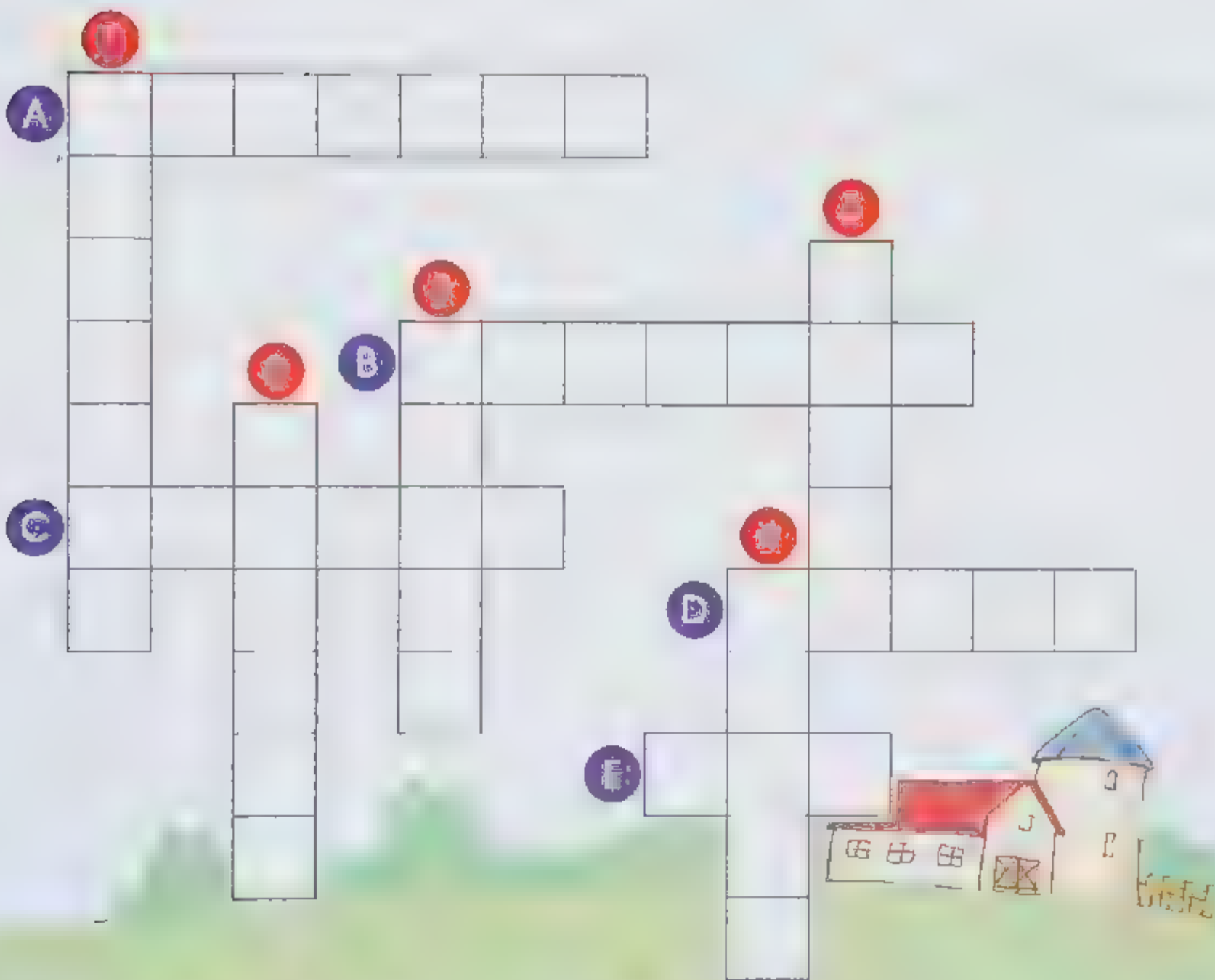
D. Complete the crossword puzzle with the plural form of the clue words.

Across

- A. bunny
- B. shelf
- C. loaf
- D. medium
- E. cod

Down

- 1. buffalo
- 2. cattle
- 3. sheep
- 4. moose
- 5. goose





The Goat – *Our Best Friend*

People say that the dog is man's best friend, but goats are very important too. In fact, people have kept goats for thousands of years – longer than they have kept dogs.

Goats are useful to us in many different ways. We can cut the hair from goats and spin it into wool. We can make clothing from the wool. One kind of wool made from goat hair is called cashmere. A cashmere sweater can be very expensive.

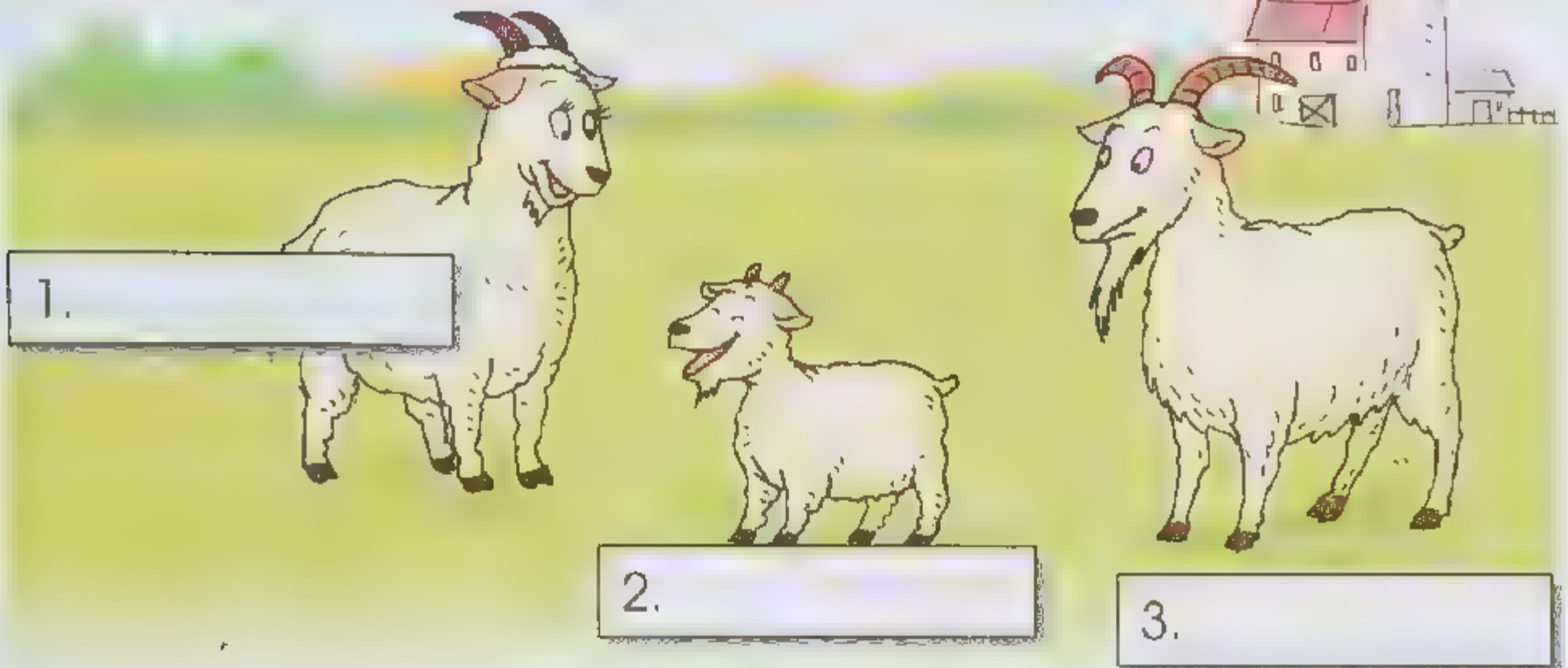
Goats also give milk, just like cows do! Did you know that more people around the world drink goat's milk than cow's milk? Goat's milk is easier for babies to digest. We make lovely cheese, such as feta, from goat's milk. Some people put goat's milk on their skin to keep it soft.

In many countries, goat's meat is eaten instead of beef or pork. We also use goatskin to make gloves and boots. Goatskin leather is very soft.

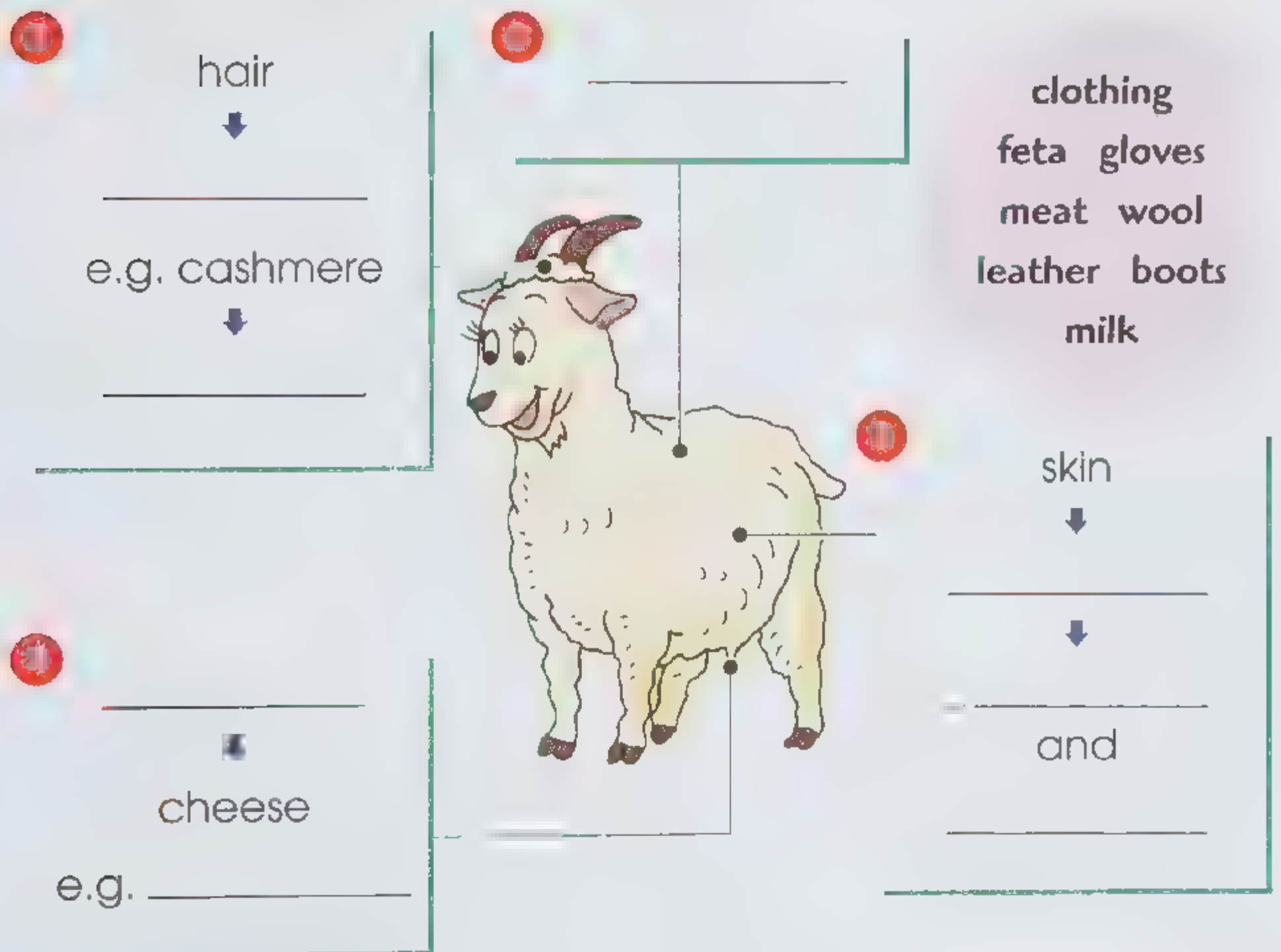
A female goat is called a doe or nanny. A male goat is called a buck or billy. Do you know what a baby goat is called? A kid!

With everything goats give us, we can say that the goat is also our best friend. Don't you think so?

A. Write the names for the animals.



B. Read the passage. Complete the diagram below with the given words.





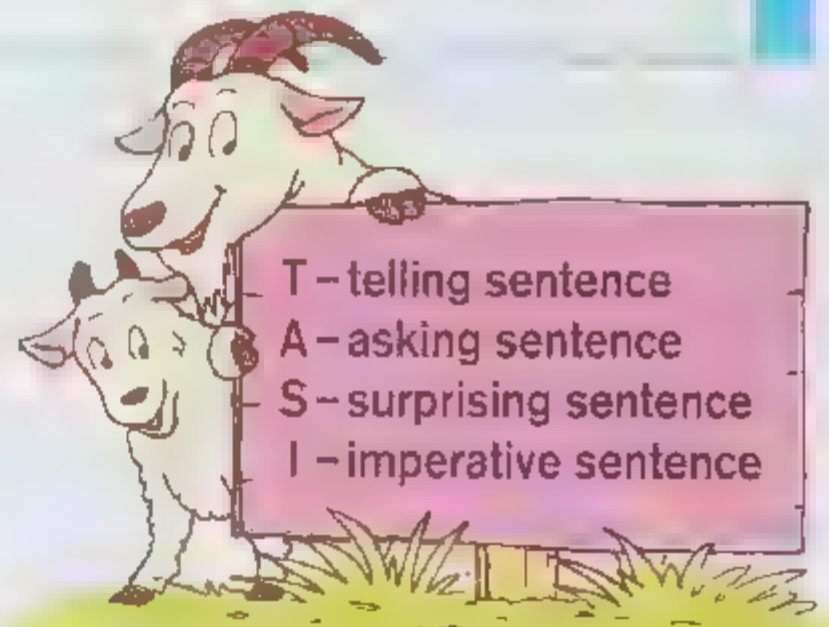
Sentence Types

All sentences begin with capital letters.

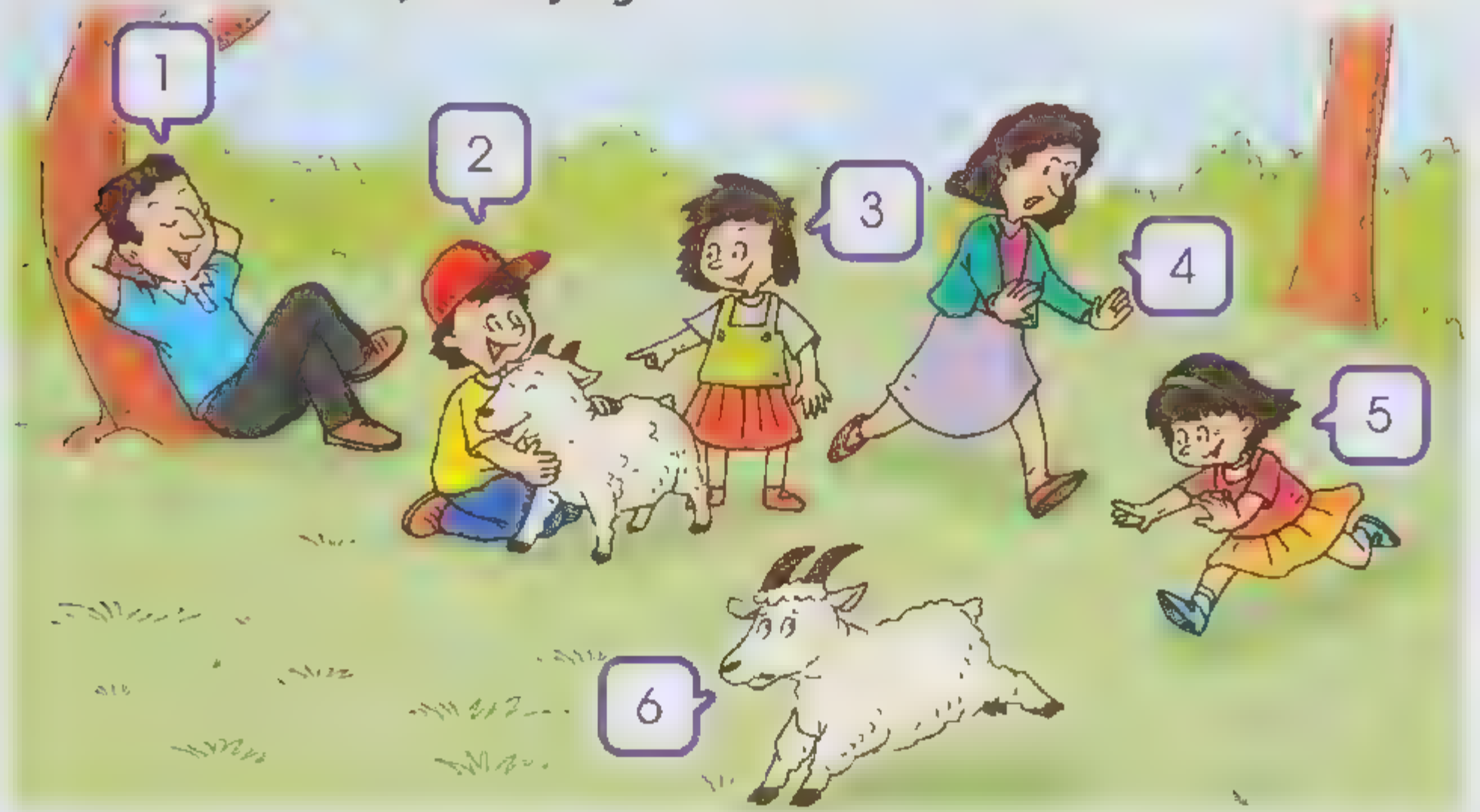
A **telling sentence** tells about someone or something. It ends with a period. An **asking sentence** asks about someone or something. It ends with a question mark. A **surprising sentence** shows a strong feeling. It ends with an exclamation mark. An **imperative sentence** tells someone to do or not to do something. It ends with a period. The subject "you" is left out.

C. Add the correct punctuation marks at the end of the sentences. Then write the letters.

1. Cashmere is made from goat hair _____
2. Do you like this cashmere sweater _____
3. Try it on _____
4. Wow, it's incredibly soft _____
5. How much is it _____
6. It is one hundred and fifteen dollars _____
7. How expensive _____
8. Let's take a look at the sweaters over there _____
9. What are they made of _____
10. I will take the blue one _____



D. Write what they are saying.



1. Surprising Sentence

2. Telling Sentence

3. Asking Sentence

4. Imperative Sentence

5. Imperative Sentence

6. Surprising Sentence ,



The Narwhal – a Real-life Unicorn

We love unicorns, but they are not real animals. We can find unicorns only in fairy tales.

Don't be sad. There is a real-life unicorn here on Earth. It is the narwhal. A narwhal is not a horse with a long horn, but a whale!

The narwhal can be found in the waters around Canada and other northern countries. There are not very many of them, so if you see one, you are lucky! They can grow to be five metres long. They are blue-grey with white blotches. They are brown when they are born. Narwhals like to swim with their friends and talk to one another using sound waves, like other whales.

All narwhals have two teeth in their upper jaw. But the male narwhal's left tooth starts to grow outward after it is one year old. This tooth twists as it grows. It just grows and grows, and can be up to three metres long! We call it a tusk. We are not sure what it is used for.

Narwhals are amazing animals – and they are real!



A. Find words from the passage for the meanings below.

1. having good fortune
2. without doubt
3. very long, pointed tooth
4. very surprising
5. not imaginary
6. the biggest sea mammals
7. turns
8. large discoloured marks

B. Complete the chart.

The Narwhal



Length: up to 1 _____ long

Colour: (grown-up) 2. _____ with 3. _____
(baby) 4. _____

Live in: waters around 5. _____ and 6. _____

Way of communication: 7. _____



Subjects and Predicates

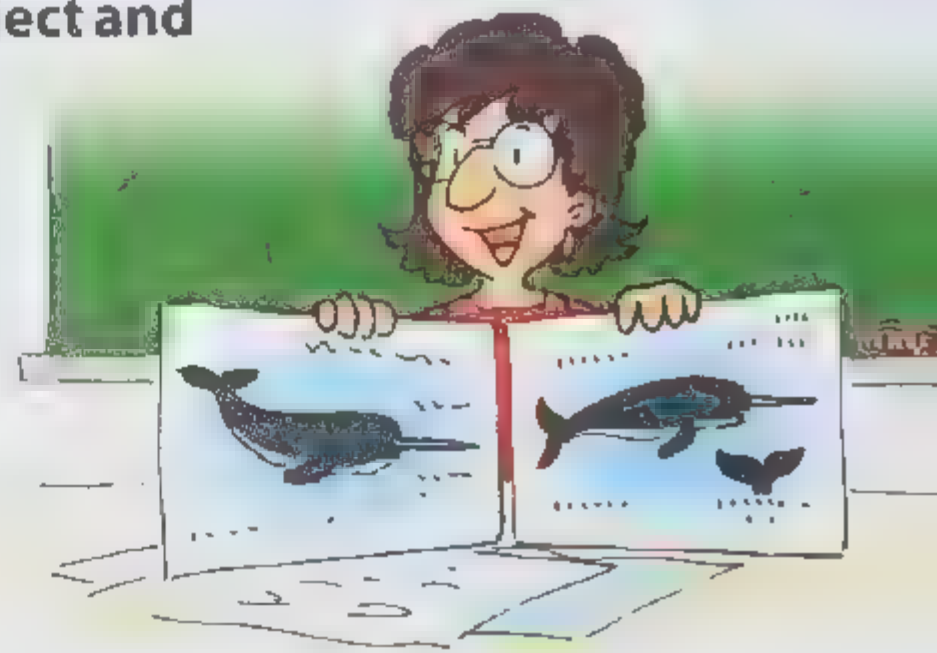
A sentence has two main parts – a subject and a predicate.

The **subject** tells whom or what the sentence is about. The **predicate** tells what the subject is or what the subject does.

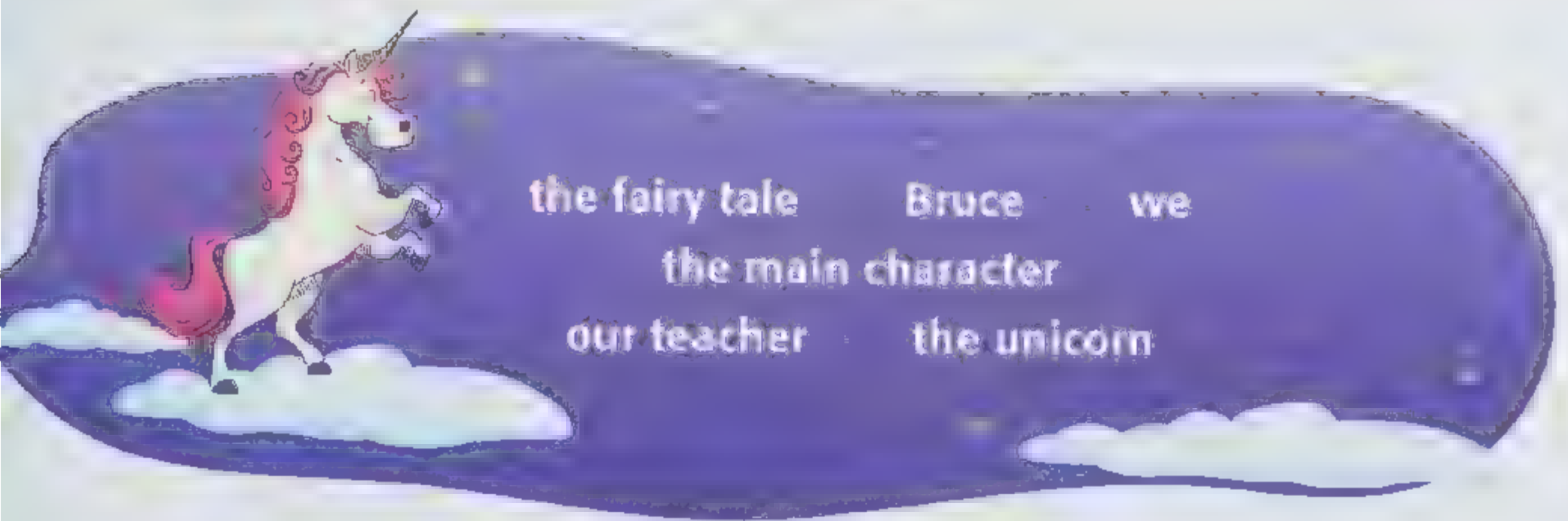
Example: Many children | love fairy tales.
(subject) (predicate)

C. Draw a vertical line between the subject and the predicate in each sentence.

1. My class is doing a project on the narwhal.
2. Mrs. Reid told us to look for information about the narwhal on the Internet.
3. The narwhal is a whale.
4. The left tooth of the male narwhal can grow up to three metres long.
5. The female is slightly smaller than the male.
6. The skin of a baby narwhal is brown in colour.
7. You may see a narwhal in the Arctic seas.
8. Fish, squid, and shrimp are what narwhals eat.
9. I think a narwhal really looks like a unicorn.



D. Fill in the blanks with the correct subjects.



1. _____ told us a fairy tale.
2. _____ in the story is called Bruce.
3. _____ met a brave unicorn in a forest.
4. _____ is called Anston.
5. _____ has a happy ending.
6. _____ all enjoyed listening to this story.

E. Write predicates to complete the sentences.

1. My sister _____.
2. The movie _____.
3. The theme song _____.
4. Tim and Matt _____.
5. The whales _____.
6. Everyone _____.

Skipping Rope



Skippping rope is fun to play for boys and girls. It is also a good form of exercise. You can skip by yourself or skip with friends. You can skip fast or slowly. You can skip in an easy way or a difficult way. Skipping is a great sport!

When you are skipping with friends, try skipping while you all say this chant. The skipper can also do some actions to match the words:

Teddy Bear, Teddy Bear, turn around.
 Teddy Bear, Teddy Bear, touch the ground.
 Teddy Bear, Teddy Bear, touch your head.
 Teddy Bear, Teddy Bear, go to bed!

Here's another chant. Jump in and then say:

Apples! Peaches! Bananas! Plums!
 Tell me when your birthday comes!

You then skip "pepper" (really fast skipping) and shout out the months of the year: January, February, March... You jump out when you come to the month of your birthday. Try not to get caught in the skipping rope before then!

A. Circle the words in the word search.

- the fruits mentioned in the passage
- the months mentioned in the passage

a	J	e	s	p	b	a	n	a	n	a	s	J	p	a	c
p	a	C	F	e	b	r	u	a	r	y	b	a	l	p	p
p	n	e	M	a	c	u	m	p	l	M	a	n	u	F	l
e	o	a	n	c	s	a	s	p	e	a	n	u	S	e	u
	k	c	y	h	e	r	p	l	u	m	s	a	e	o	
		h	F	e	d	y	l	e	p	M	a	r	c	h	
			a	s	f	t	u	s	e	a	e	y	s		



B. Fill in the blanks with words from the passage.

1. Skipping is a kind of _____.
2. You can skip with your _____.
3. You can skip while saying a _____.
4. The _____ can do some actions while skipping.
5. Be careful not to get _____ in the skipping rope.



Commas

Commas can be used to:

- separate items in a list.

Example: Blue, purple, and pink are my favourite colours.

- introduce and follow quotations.

Examples: Ben said, "Skipping is good for you."

"Skipping is good for you," said Ben.

C. Add commas where needed.

1. There are four seasons in Canada. They are spring summer fall and winter.
2. June July and August are the summer months in Ontario.
3. I like skipping swimming cycling and rock climbing.
4. Sarah asked "Would you like to skip with me?"
5. "Let's ask Jerry to join us" I said.
6. She reminded me "Don't forget to take your skipping rope with you."
7. We sell all kinds of fruits: apples oranges bananas peaches cherries mangoes – you name it.





Quotation Marks

Quotation marks are used in pairs. They can be used to:

- contain the exact words of a speaker.

Example: "Your skipping rope looks nice," I told Liz.

- draw attention to a term that is used in a special way in the context.

Example: We skipped "pepper" and shouted out the months.

D. Check ✓ if the quotation marks are used correctly in the sentences.

1. Is Oshawa one of the "bedroom communities" of Ontario?



2. "How many times can you skip in a minute?" he asked me."



3. Our coach always reminds us, "Practice makes perfect."



4. "Halifax" is the capital city of Nova Scotia.



5. This lake "swallows" all the water from the river.



6. The berries are the "jewels" of this dessert.



7. Dad said, "When the sun sets," we'll have to leave.





I am a poet. I write all kinds of poems: acrostic poems, rhyming poems, non-rhyming poems... But my favourite kind of poem is called haiku.

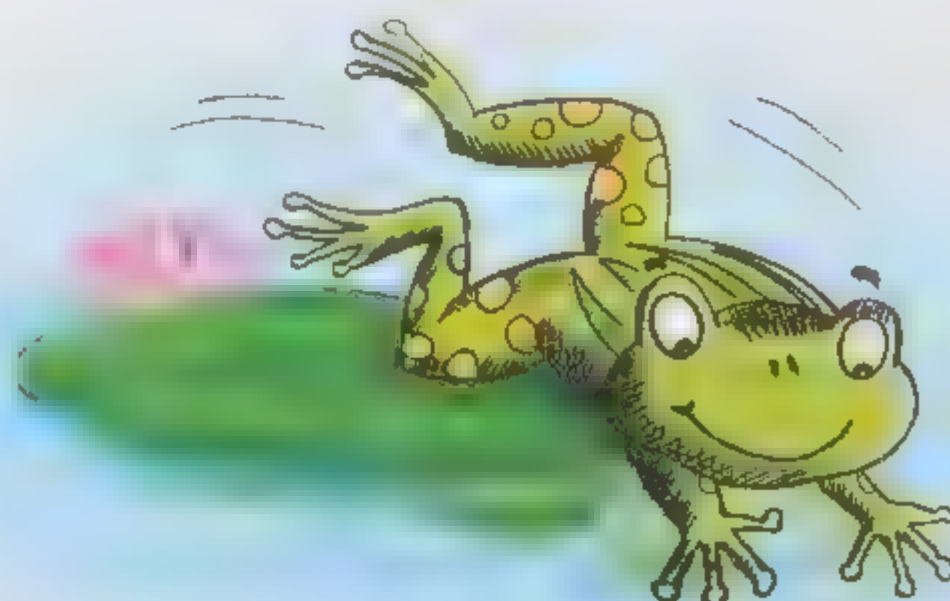
Haiku is a Japanese word. It means “short verse”. Haiku poems are very short! People have been writing them for centuries. They are made with only three lines. The first and last lines should have five syllables. The middle line should have seven syllables.

A man named Basho from Japan wrote the first haiku poem. His most famous poem is about a frog. This is how you say his poem in Japanese:

*Furu ike ya
Kawazu tobikomu
mizu no oto*

In English, it means:

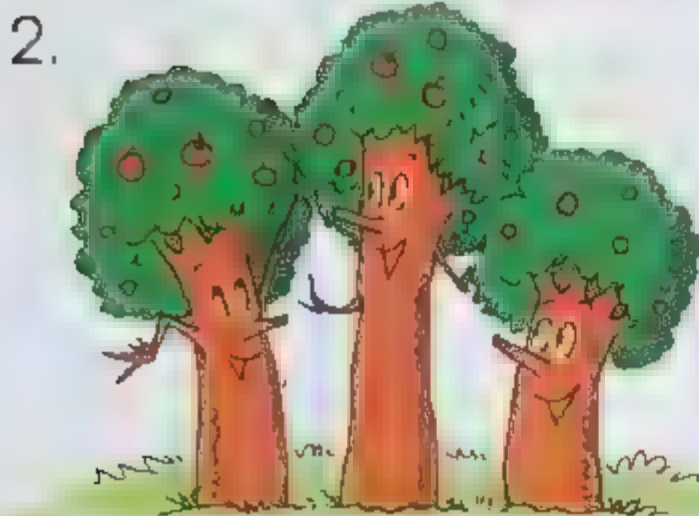
*There is an old pond
A frog goes jumping in it
The sound of water*



Writing a short haiku is not easy. It takes practice to write a poem about something in only three lines!

A. Check ✓ the poem that is a haiku.

1. *Chicken wings*
Chicken wings
We all love them fried
Yummy!

☐


2. *One two three*
Apple trees
Growing tall in the green green meadow

☐

3. *Summertime is great*
Let's go swimming at the beach
Do you love it not?

☐


B. Change the underlined words in the sentences to make them correct.

1. The writer loves writing stories.
 2. Haiku is a kind of long verse.
 3. There are four lines in a haiku.
 4. Basho was a man from England.
 5. Basho's most famous haiku is about a toad.



Syllables

A **syllable** is an individual sound segment in a word. Words can have one or more syllables.

Examples: frog (1 syllable)

water (2 syllables)

favourite (3 syllables)

kindergarten (4 syllables)

C. Say the things. Write the number of syllables in the boxes.

1.



2.



3.



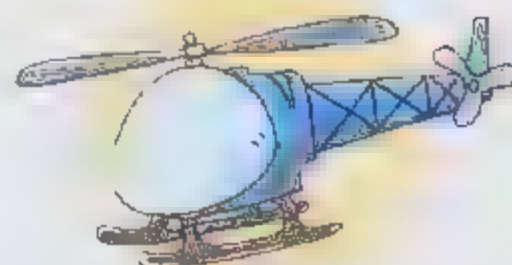
4.



5.



6.



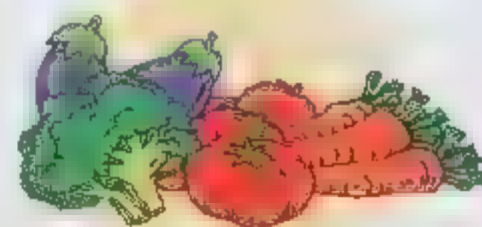
7.



8.



9.



D. Say the words. Write them on the correct lines.

acrostic famous Japanese sound
competition lollipop information
book bright stationery pizza author

1 Syllable

2 Syllables

3 Syllables

4 Syllables

E. Use “/” to separate the syllables in these words.

*If the word has a double consonant, each letter in the double consonant belongs to a different syllable.
Example: puz/zle*

1. s y l l a b l e

2. g a r a g e

3. a f t e r n o o n

4. c o l o u r f u l

5. c a r r y

7. i n v i s i b l e



6. e x c i t i n g

8. n e c e s s a r y

Why Do We Sneeze ?

Sometimes our body does things we do not ask it to do. Sneezing, coughing, blinking, and even yawning are examples of *involuntary movements* or *reflex actions*. What makes our body do these things?

These involuntary actions are a response to a *stimulus*. Believe it or not, when we do these things, our body is trying to protect itself. If an irritant such as pollen from plants gets into our nose or nasal passages, our body sneezes to get it out. If we breathe in dust, our body coughs to remove it from our lungs or windpipe. We blink in order to keep our eyes clean and moist and to prevent dust and other objects from settling on them. A yawn is our body's way of making us put more oxygen into our bloodstream.

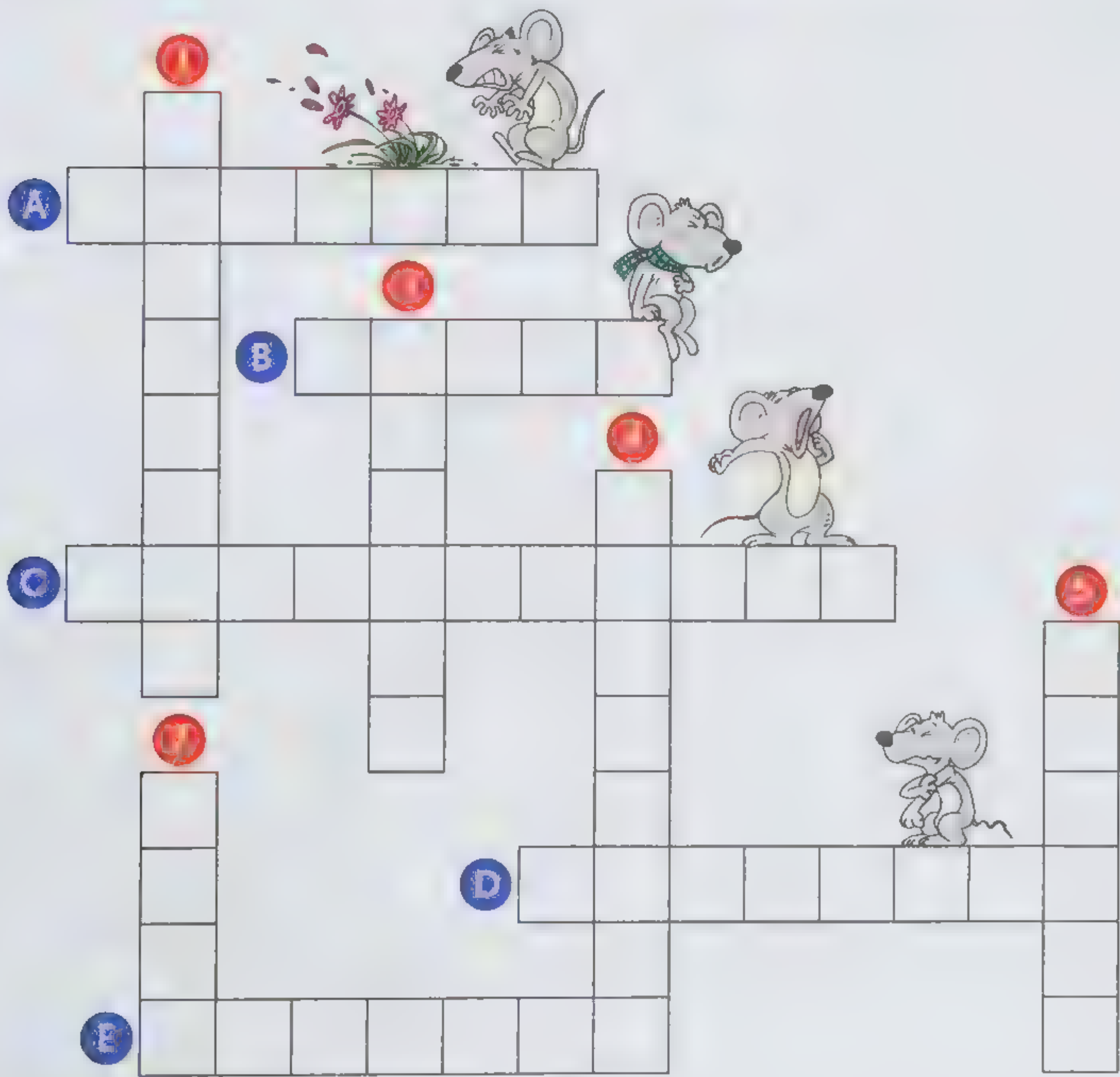
What tells our body to take care of us the way it does? These involuntary movements occur because our brain is sending out signals. There is a system of nerves, the *central nervous system*, that covers our entire body: from the brain, down the spinal cord inside our spinal column (the column of bones that goes down our back), to the very tips of our fingers and toes. When a body part senses certain things, like a mosquito bite, a message is sent to our brain. Then the brain sends a message back to tell it to itch.

Without these reflex actions, we would not be able to live very long.



A. Read the sentences. Complete the crossword puzzle with words from the passage.

- **I** actions or **C** movements are things that our body does without our asking.
- Our body responds to a **S** on its own in order to **A** itself.
- Our body sneezes or **E** to get rid of an **I**.
- **D** is a way to keep our eyes clean and moist.
- We **B** to put more oxygen into our bloodstream.
- Our body parts send messages to our **B** through the central **E** system.





Subject Pronouns

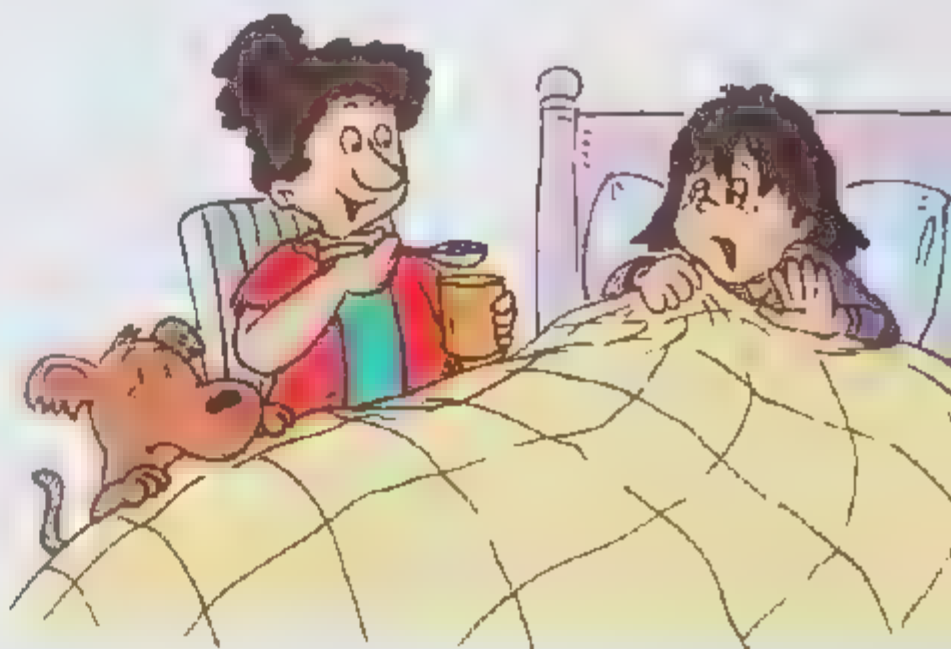
A **subject pronoun** acts as the subject in a sentence.

"I", "you", "we", "they", "he", "she", and "it" are subject pronouns.

Example: Our body is amazing. It does things to protect us.

B. Fill in the blanks with the correct subject pronouns for the underlined words to complete the sentences.

1. Our eyes are very important to us. _____ enable us to see.
2. Mom and I have an appointment with Dr. Amo. _____ will have our eyes checked.
3. Our central nervous system is very complicated. _____ covers our whole body.
4. Tommy has got some mosquito bites on his legs. _____ feels very itchy now.
5. Kingsley has left you a message. _____ don't have to call him back.
6. Betsy did not sleep well last night. _____ kept yawning the whole morning.
7. Mom has bought me some cough syrup. _____ will have to take some before bed.





Object Pronouns

An **object pronoun** acts as an object that receives the action of the verb or to whom or what the verb is directed in a sentence.

"Me", "you", "us", "them", "him", "her", and "it" are object pronouns.

Example: Miss Carter told us about our body's reflex actions.

C. Check ✓ if the underlined object pronouns are correct. Correct the wrong ones and write them on the lines.

1. Lester has given her a diary. I write in it every night.



2. Mrs. Carlos has made some cream puffs for us. I have put it in the fridge.

3. I gave him the key yesterday. Where have you put it?

4. The riddle was not difficult. Hilda could solve it very quickly.

5. Martha is having a swimming class now. We'll meet her in the afternoon.

6. Is the actor here yet? I really want to see us.

7. Dad has promised to take him to the zoo when we finish the project.

Girls' Festival *in Japan*

March 3

Dear Sammy,

Today is a special day. We call it *Hina Matsuri*. "Hina" means "doll" and "matsuri" means "festival". We also call this day "Girls' Festival". It is a special day for us girls. On this day, our families wish us success and happiness. We put special dolls on display in our homes. My doll set has 15 dolls and it used to be my grandmother's! It is very beautiful.

We also have peach blossoms in our house for Girls' Festival. Yesterday, my mother took me to the flower market to buy some. Peach blossoms are a lovely pink colour. I love pink, do you?

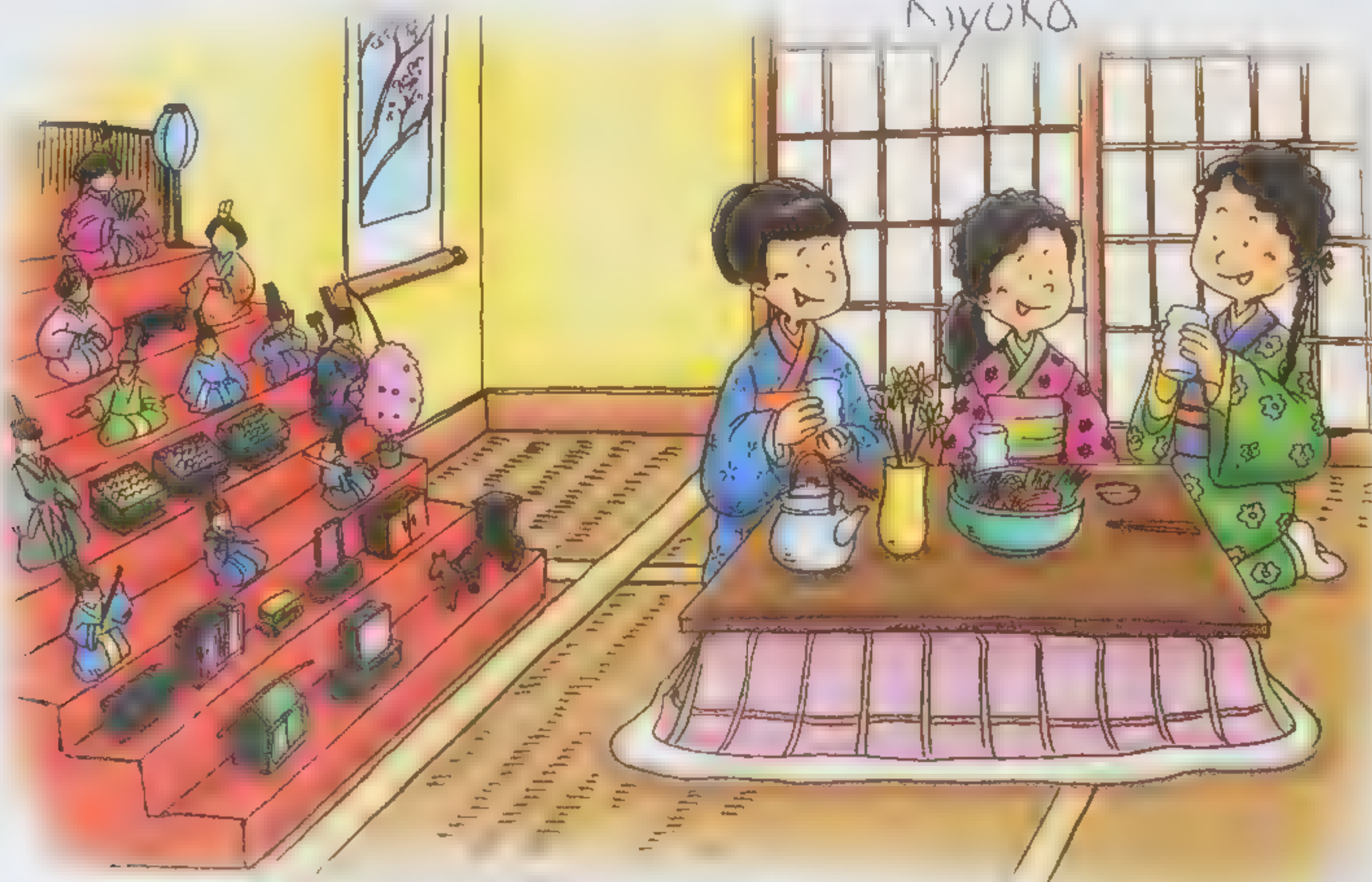
I like to wear my kimono on *Hina Matsuri*. I am going to have a little tea party at my house today too. My grandmother will make some sushi for us to eat. Do you like sushi?

Happy Girls' Festival, Sammy! I wish you success and happiness!

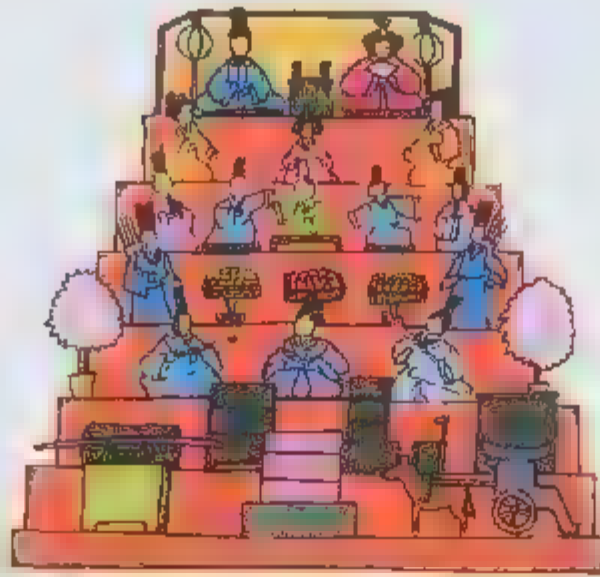
Sayonara (this means goodbye)!

Your friend,

Kiyoka



A. Circle the things related to Girls' Festival.



B. Draw lines to match the two parts.

1. hina •
2. matsuri •
3. Hina Matsuri •
4. peach blossom •
5. kimono •
6. sayonara •

- Girls' Festival
- goodbye
- a kind of pink flower
- festival
- doll
- a kind of Japanese clothing for girls and women



Possessive Nouns

A **possessive noun** shows possession.

For a singular noun or a plural noun not ending in "s", add an apostrophe and an "s" at the end of the noun.

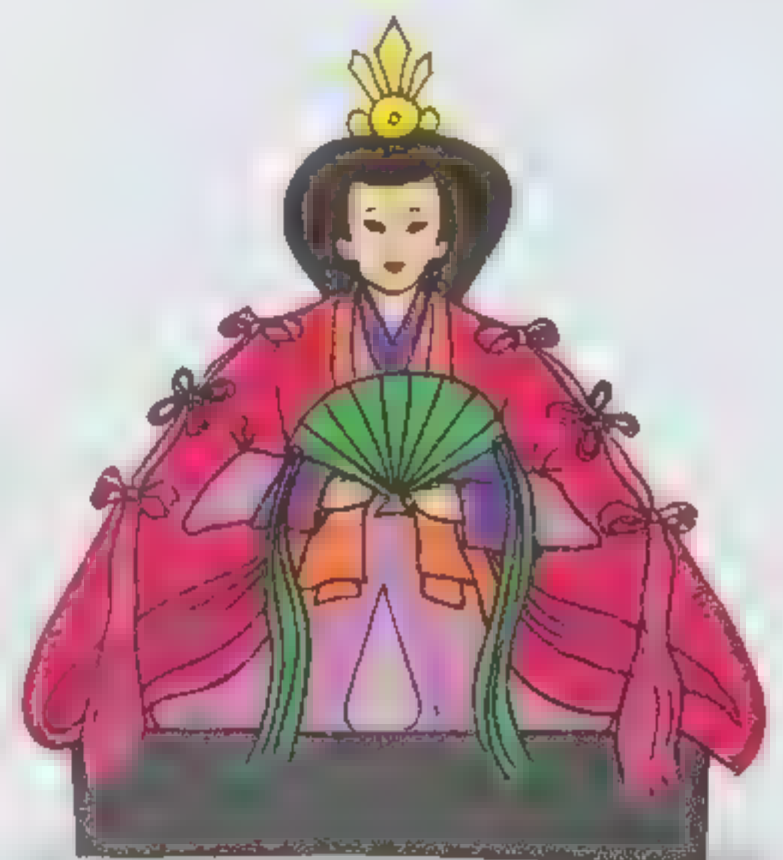
Example: Miss Reid's folder is yellow. The children's folders are blue.

For a plural noun ending in "s", add only an apostrophe.

Example: The students' performance was outstanding.

C. Circle the correct possessive nouns to complete the sentences.

1. Girls's / Girls' Festival is on March 3 every year.
2. Kiyoka's / Kiyoka' doll set is awesome.
3. It was her grandma's / grandmas' doll set.
4. The dolls's / dolls' clothes are beautiful.
5. Her sister's / sisters's kimono is too big for her.
6. Her friends' / friends's parents will also join the tea party.
7. Mr. and Mrs. Tanaka's / Tanaka' home is also decorated with peach blossoms.
8. Their daughters's / daughter's favourite doll is the empress.





Possessive Adjectives

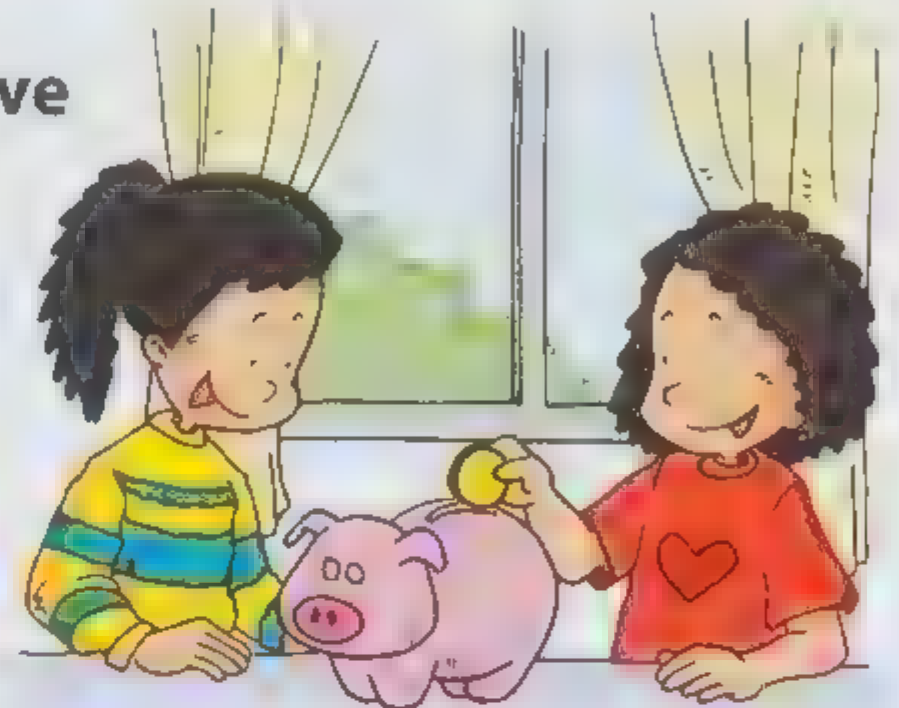
A **possessive adjective** describes a noun that follows it. It tells who possesses or is related to the noun.

"My", "your", "our", "their", "his", "her", and "its" are possessive adjectives.

Example: You have to put your books away.

D. Fill in the blanks with the correct possessive adjectives.

1. Yumi and I are saving money to buy a doll set. We will put _____ doll set in the living room.



2. _____ parents will wish me success and happiness at Girls' Festival.
3. Mom likes making sushi. _____ sushi is delicious.
4. Dad will drive _____ car to the flower market to get some peach blossoms.
5. Our dog likes the scent of peach blossoms. It always wags _____ tail when it gets close to the plant.
6. My friends will all wear _____ kimonos to the tea party.
7. Will you tell _____ friends about Girls' Festival?



A Visit to the Seniors' Centre

My mom works on Saturdays, so every Saturday morning my babysitter, Jenny, takes me somewhere interesting. Once she took me to the aquarium, and then she made me do a project about my favourite fish.

Today, Jenny took me to a seniors' centre. There were a lot of old people there. Some of them were in wheelchairs. Some of them could not see or hear very well. Jenny introduced me to some of the people. Then she asked me if I would read the newspaper to them. I spoke loudly so they could hear me well. They said my reading was excellent. I felt proud.

Later, Jenny and I had lunch with them. I sat at a table with four people. During lunch, they told me about their lives. One man had been a soldier in World War II! He fought in France. The two ladies at my table had grown up in other countries. Mrs. Ip grew up in China and Mrs. Guleed is from Somalia. They told me a little bit about life in their old countries. I thought it seemed hard.

After lunch, Jenny played the piano. Some of the people sang along to the music. The people at the seniors' centre were very interesting and very kind to me. I told Jenny that I would like to go back to the seniors' centre next Saturday.

A. Put the events in order. Write the letters in the boxes.

- A** The writer had lunch with the people.
- B** The writer read the newspaper to some people.
- C** A man and two women told the writer about their lives.
- D** Jenny introduced the writer to some people at a seniors' centre.
- E** Jenny played the piano and some people sang along.

➔➔➔➔

B. Answer the following questions.

1. What did Jenny ask the writer to do after their trip to the aquarium?

2. Why did the writer read the newspaper loudly?

3. Why did the writer want to go back to the seniors' centre again?



Demonstrative Pronouns

A **demonstrative pronoun** shows or points to someone or something.

Use "this" or "these" for someone or something near you.

Use "that" or "those" for someone or something farther away.

Example: These flowers are lilacs and those over there are daffodils.

C. Fill in the blanks with the correct demonstrative pronouns.

1. Jenny looked at the sketchbook in front of her and said, "Is _____ the project I asked you to do?"
2. Jenny pointed to the building at the far end of the road and said, "_____ is where we are going today."
3. Let's go and talk with _____ people over there.
4. "_____ is today's newspaper," Jenny said as she handed the newspaper to Victor.
5. Could you pass me _____ fork?
6. "_____ vegetables are delicious," Victor said as he started eating.





Possessive Pronouns

A **possessive pronoun** tells who possesses something or is related to someone.

"Mine", "yours", "ours", "theirs", "his", and "hers" are possessive pronouns.

Example: Those are our bikes.
Those bikes are ours.

D. Rewrite the sentences using possessive pronouns.

1. This is my book.

2. These are Jerry's stickers.

3. Is this your lunch box?

4. Those are Lisa's shoes.

5. That is our puppy.

6. These are Mr. and Mrs. Newman's pictures.



Dear Ms. Naughton,

My name is Emi. I am a grade three student at Primrose School. You used to be the principal of this school. My teacher, Mrs. Rao, told us to write a letter to you today. She said you are retired now, so you need things to do. Is it true? Are you bored? What do you do now? My grandpa likes to play golf. Maybe you should try it.

Love,
Emi King



A Letter to — and from — Ms. Naughton

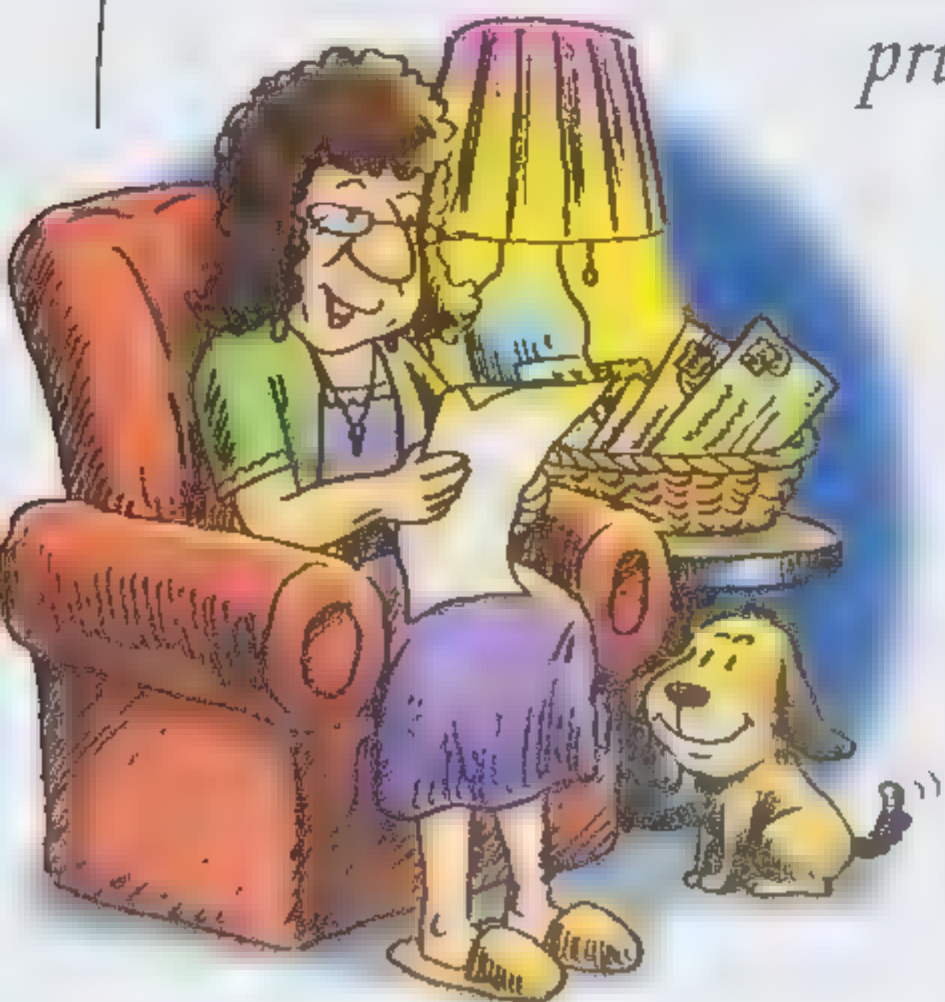
Dear Emi,

Thank you so much for your lovely letter. I have been getting so much mail this week. Mrs. Rao is correct. I am retired now. I miss my students and teachers very much.

I am not bored, Emi, but my life is very different. I do volunteer work at the hospital twice a week. I also go for a long walk every day with my friends. I am doing some interesting work at the library, too. And I am thinking about writing a book about being a principal for 30 years — I have a lot of funny stories to tell! When the weather gets warmer, I will try to do some golfing. My son is a good golfer and he can teach me.

Thank you again for your thoughtful letter, my dear.

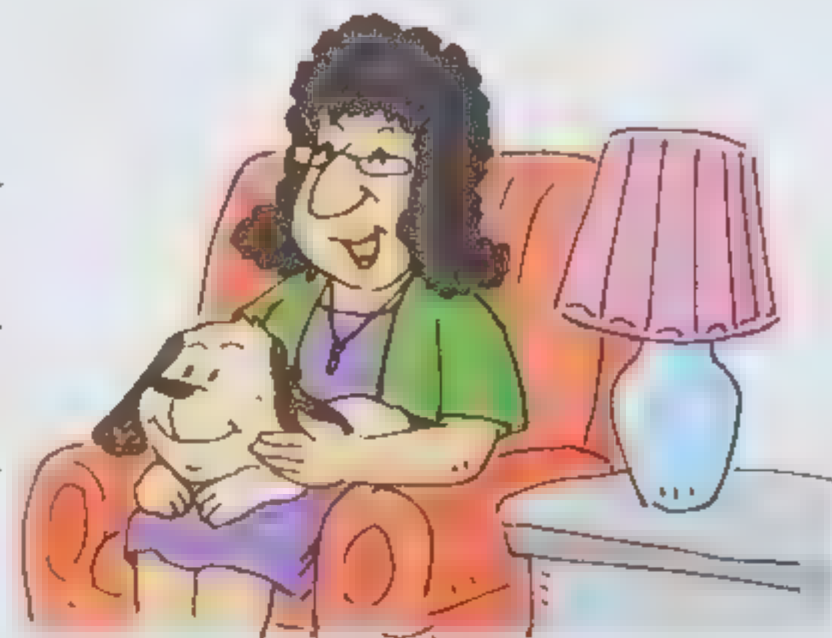
Love,
Margaret Naughton



A. Complete the following about Ms. Naughton.

What Ms. Naughton is doing:

1. _____
2. _____
3. _____



What Ms. Naughton is planning to do:

4. _____
5. _____

B. Imagine you are another student at Primrose School. Write a letter to Ms. Naughton and suggest what other things she can do.

Dear Ms. Naughton,





Subject-Verb Agreement

The **verb** must **agree** with its **subject** in a sentence.

If the subject is singular, a singular verb should be used.

Example: Ms. Naughton is retired now.

If the subject is plural, a plural verb should be used.

Example: The children write letters to her every month.

C. Circle the correct verbs to complete the sentences.

1. Ms. Naughton help / helps at the library every Saturday.
2. She invite / invites an author to read stories to children every week.
3. Some authors wear / wears funny costumes.
4. Others use / uses interesting props as they read / reads .
5. Ms. Naughton then ask / asks the children to draw a book cover for the story.
6. Each week, she and the author choose / chooses the best design and put / puts it on a beautifully decorated board.
7. There is / are now 11 pictures on the board.

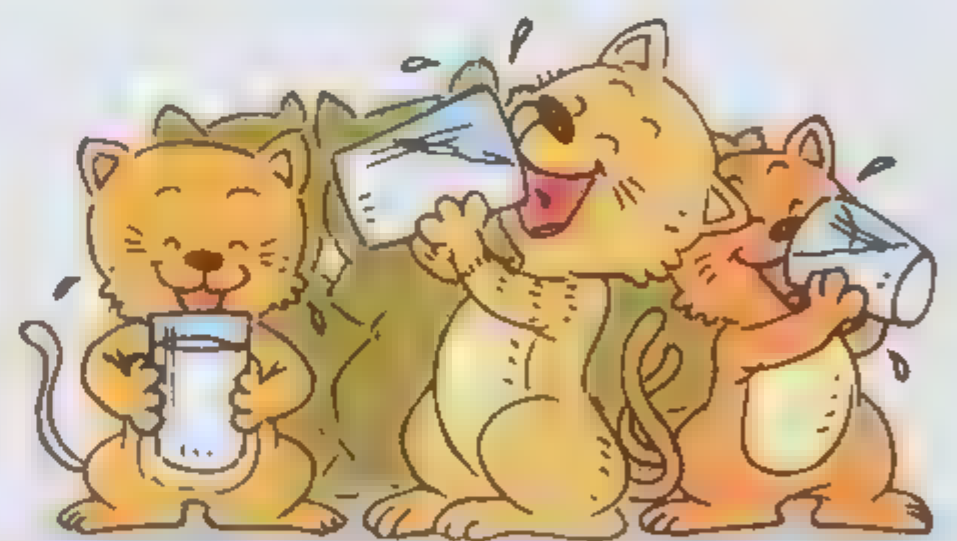


D. Check ✓ if the underlined verbs are correct. Correct the wrong ones and write them on the lines.

1. Emi and her family live just a block away from Primrose School. _____
2. Emi's little sister, Liz, also go to that school. _____
3. The playground at the school are big. _____
4. Liz likes to play with Emi and her friends at recess. _____
5. Emi's friends also enjoys playing with her. _____

E. Change the subject of each sentence to plural. Rewrite the sentence with the correct verb form. Make other changes where needed.

1. The kitten drinks the milk happily.



2. The child is looking at the ladybug.

3. The pastry tastes sweet and delicious.

4. The girl puts away her book.

I had a great day yesterday. My parents took my brother and me to the Sugar Shack. We go there every spring.

My dad said that the weather would be perfect for a good sugaring-off. For the past week there were sunny days and cold, frosty nights. Dad said this kind of weather would get the sap running in the maple trees. He was right!

There were red, silver, and sugar maple trees as far as I could see, and most of them had little wooden buckets hanging on them. We collected the watery sap that dripped out of the maple trees through spigots bored into the tree trunks. This is the old-fashioned way. People in many other places use tubes and vacuum pumps to collect the sap now.

The Sugar Shack

Then we went to a large campfire in the snow. A woman poured the sap we collected into a big iron pot. A man was stirring and stirring. We watched the sap cook. Slowly it got thicker and darker. It was turning into delicious sweet-smelling maple syrup!

When it was done, we sat at a picnic table outdoors and ate plates of pancakes, sausages, ham, baked beans, and scrambled eggs with our maple syrup. My parents put maple syrup in their coffee, too! We ate as much as we could. Then we went for a long walk in the maple woods.



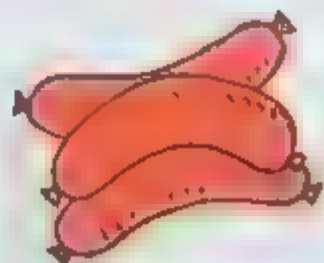
A. Circle the things the family ate on the picnic at the Sugar Shack.



baked beans



bacon



sausages



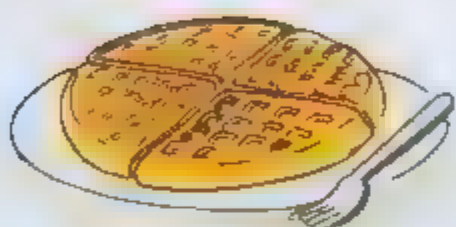
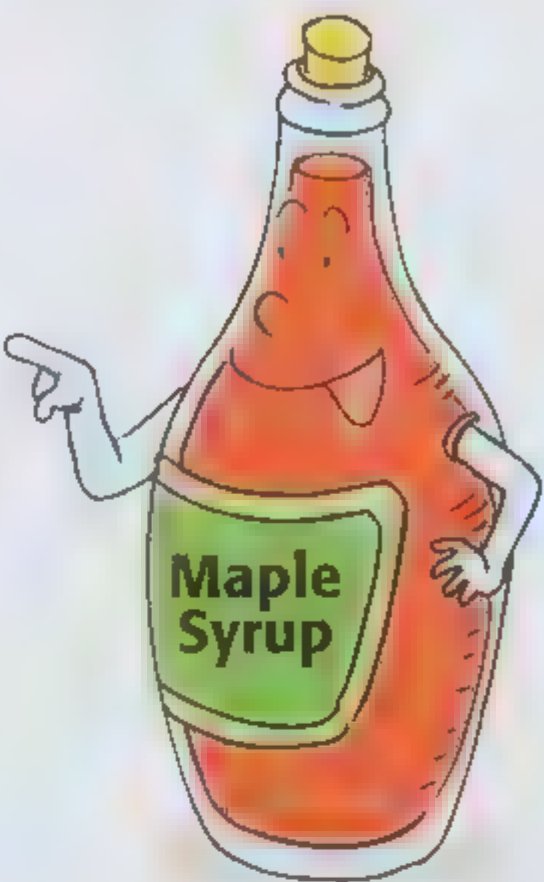
ham



corned beef



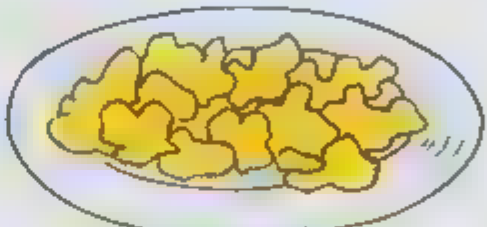
fried eggs



waffles



pancakes



scrambled eggs

B. Find words from the passage that mean the same as the words below.

1. small

--	--	--	--	--	--

2. correct

--	--	--	--	--

3. excellent

--	--	--	--	--	--	--

4. ready

--	--	--	--

5. gathered

--	--	--	--	--	--	--	--	--

6. method

--	--	--

7. pails

--	--	--	--	--	--	--

8. outside

--	--	--	--	--	--	--	--

9. tasty

--	--	--	--	--	--	--	--	--



Past Tense Verbs

Most **past tense verbs** are formed by adding "d" or "ed" to the base form. Some are formed by repeating the last letter before adding "ed". Others remain the same or have completely different spellings.

Examples: dance → danced
drip → dripped
go → went

pour → poured
put → put

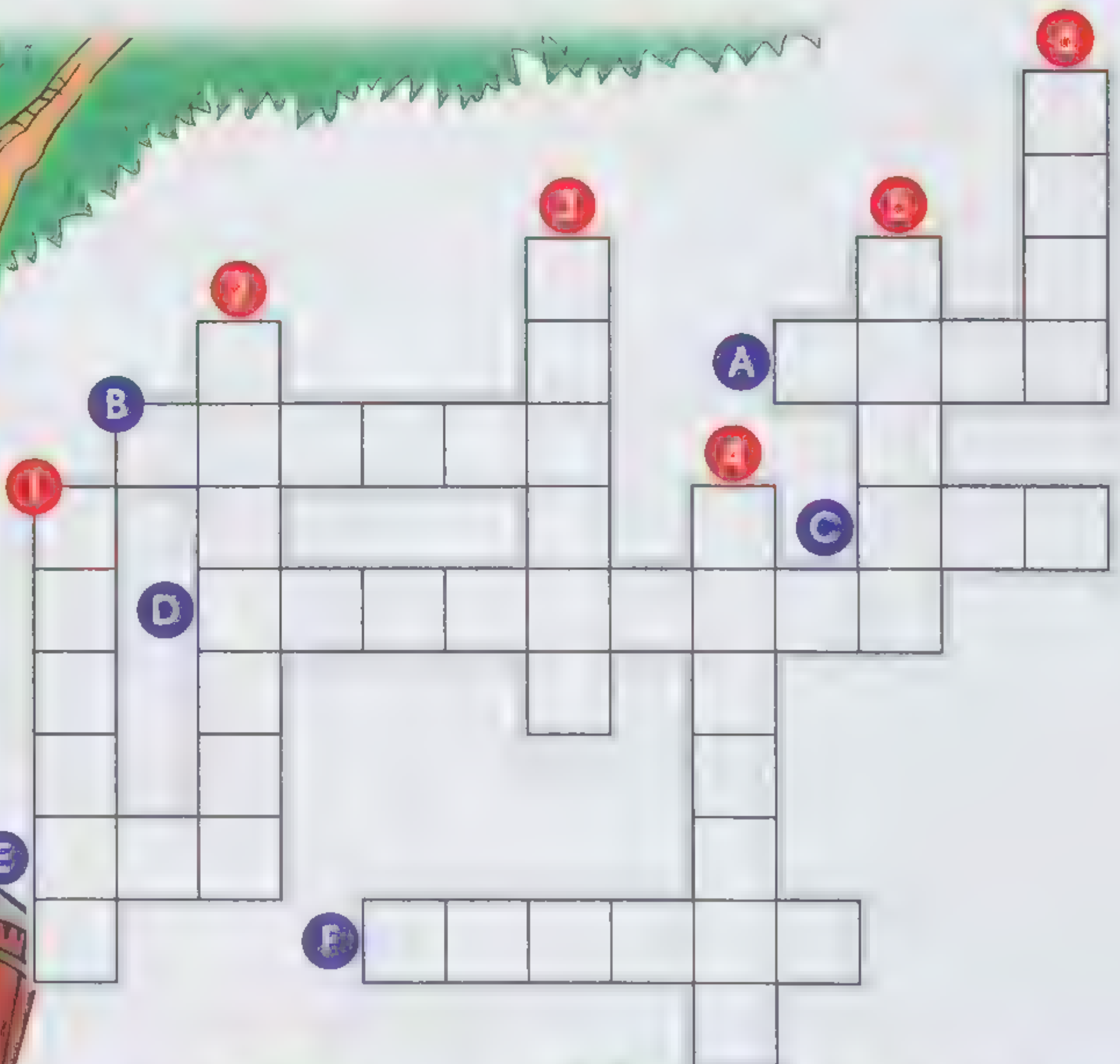
C. Complete the crossword puzzle with the past form of the clue words.

Across

- A. cost
- B. catch
- C. let
- D. collect
- E. have
- F. tan

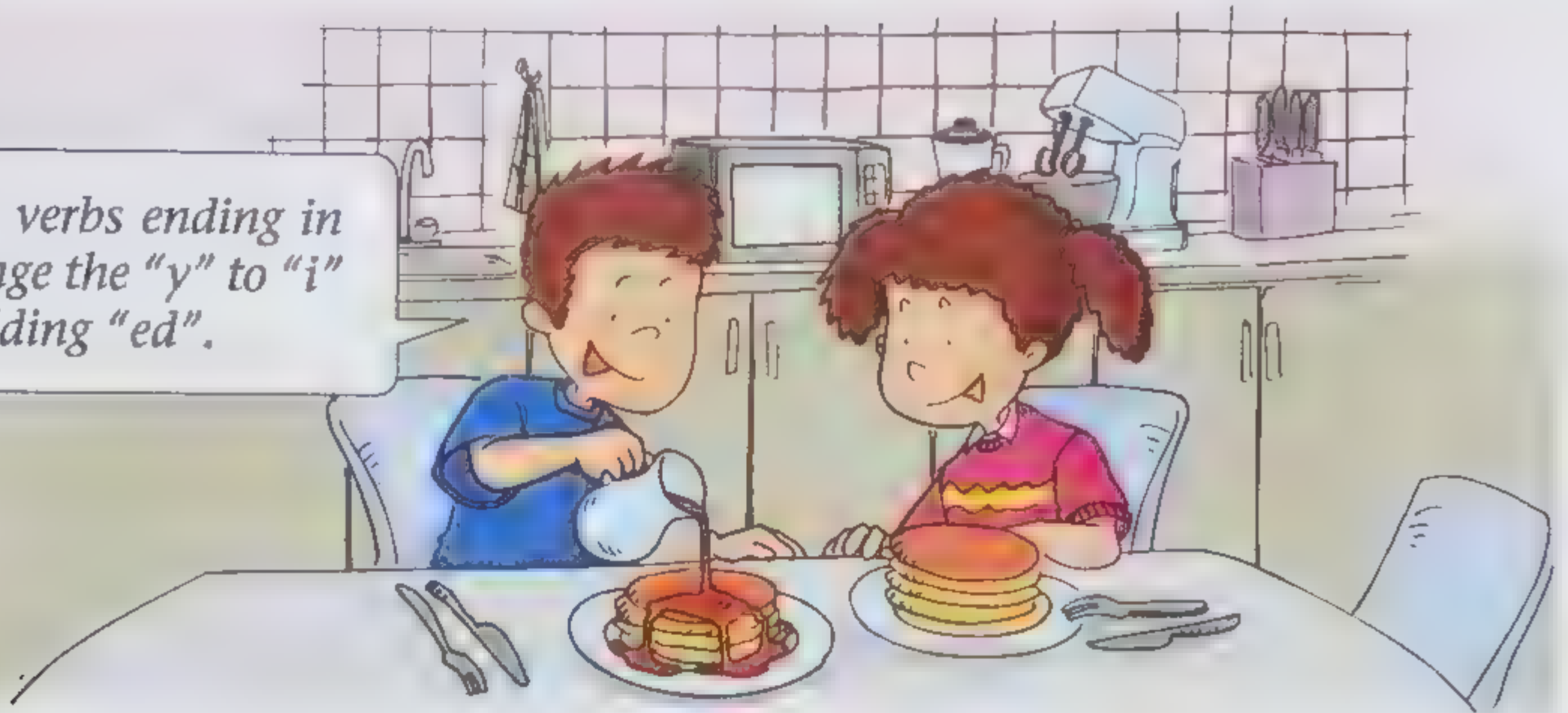
Down

- 1. buy
- 2. watch
- 3. pat
- 4. stir
- 5. will
- 6. shut



D. Fill in the blanks with the past form of the given verbs.

For some verbs ending in "y", change the "y" to "i" before adding "ed".



Yesterday morning, Mom (promise) 1. _____ to make pancakes for us as afternoon snacks, so after school, my brother and I (hurry) 2. _____ home.

When we (arrive) 3. _____ home, we (be) 4. _____ delighted to see the pancakes on the kitchen table. I (grab) 5. _____ the maple syrup we (buy) 6. _____ from the Sugar Shack and (pour) 7. _____ some on my pancakes. My brother (do) 8. _____ the same to his after me. The golden brown fluid (spread) 9. _____ all over our pancakes. We (devour) 10. _____ our treats at once. I (eat) 11. _____ so fast that I nearly (choke) 12. _____. My brother (look) 13. _____ scared at first. When he (see) 14. _____ that I (be) 15. _____ all right, we (burst) 16. _____ into laughter together.

The Amazing Coconut



Do you know what an amazing fruit the coconut is? Maybe you have seen small, round, and brown coconuts in the fruit section of the supermarket. Maybe you have made coconut macaroons, and needed to buy a bag of dried, shredded, white coconut meat. We call this coconut meat *copra*. It is a tasty and healthy snack.

Coconuts grow on palm trees. But the small, round coconuts you see in the supermarket grow inside larger pods, or husks. The husk is a tough fibre called *coir*. We use coir to make ropes, yarn, and carpets. Coir is even used to make aquarium filters, flowerpots, soundproofing materials, and mattresses!

Coconut oil comes from copra. This oil is used in making some snack foods and is quite a healthy oil to eat. Coconut oil is also used in suntan lotions and other cosmetics that we put on our skin.

Many people love coconut milk. You can buy it in cans or make it yourself by adding a cup of boiling water to a bag of dried coconut and putting it into the blender, but you must strain out the bits after.

There is coconut water inside a coconut. It has more vitamins and fewer calories than milk or orange juice. And best of all...coconut water is delicious!



A. Read the passage. Match the things made from the different parts of the coconut.

coir •
copra •
coconut oil •

- A yarn
- B cosmetics
- C flowerpots
- D coconut milk
- E mattresses
- F suntan lotions
- G coconut oil
- H ropes
- I coconut macaroons

B. Complete the recipe.

Coconut Milk



Ingredients: 1 bag of dried coconut
1 cup of boiling water

Steps:

1. _____
2. _____
3. _____



Adjectives

An **adjective** describes a noun.

We use adjectives to add interest and detail to our writing.

Example: Mom bought a coconut from the superstore.

Mom bought a small, round coconut from the new superstore.

C. Circle the adjectives in the sentences.

1. The coconut is an amazing fruit.
2. It has white meat inside a large, hard husk.
3. A young coconut is green with tender meat inside.
4. The water inside a coconut is healthy and refreshing.
5. The coconut is very useful and can be used to make many things.
6. Coir can be used to make strong ropes.
7. The brown pots are also made from this tough fibre.
8. The dried, shredded meat can be used to make delicious macaroons.



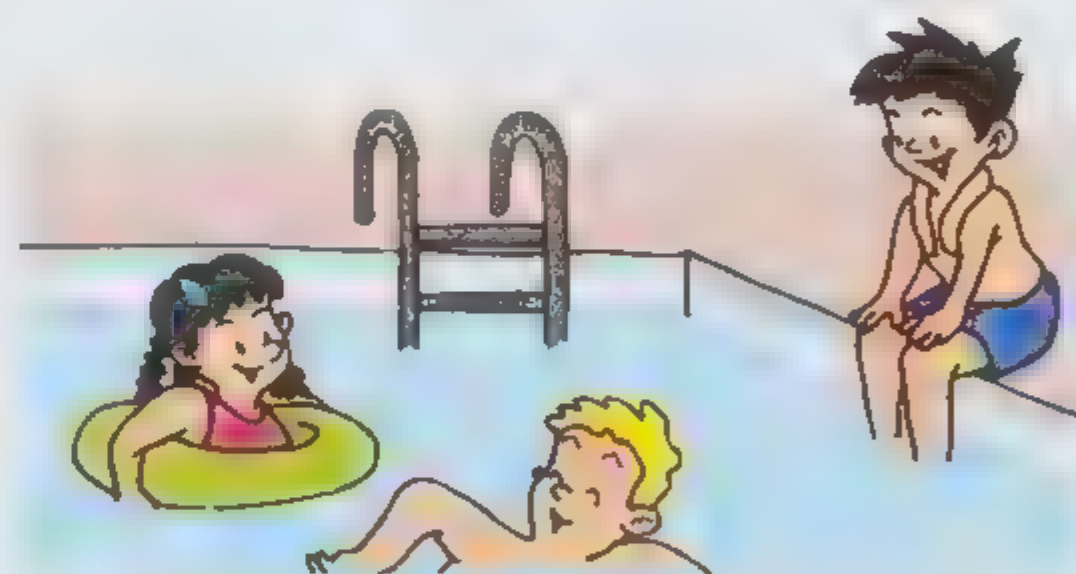
D. Fill in the blanks with the correct adjectives.

bright wet early slimy stuffy
crowded colourful tall big cold

1. A _____ coconut fell from the _____ tree.
2. The _____ snail is moving slowly on the _____ mud.
3. The heat from the _____ sun warms the _____ water.
4. _____ tulips start blooming in _____ spring.
5. The air is _____ in the _____ room.

E. Add adjectives to the sentences to make them more interesting.

1. The children played happily in the water.



2. We went to the restaurant for dinner.

3. The birds are chirping in the tree.

Shooting Stars



Shooting stars are not stars – and they don’t shoot! They are rocks, called meteors, that come toward the Earth from far away in space. These meteors can be any size, large or small.

A meteor flies through space at a very high speed, up to 200 000 kilometres per hour! When things go this fast through the air around the Earth, everything becomes very hot. The air around the meteor gets so hot it glows blue-white. This blue-white streak in the sky is what we see, and it is why we call it a “shooting star”.

As a meteor shoots through the sky, it breaks into pieces. Usually this “shooting star” will disappear in less than a second. But some meteors are larger and do not break up completely. Some bits of rock will crash into the Earth. When this happens, we call them meteorites. Most meteorites fall into the ocean.

Seeing a shooting star is an amazing thing. We think it is lucky to see one. The truth is, shooting stars happen often, but they move so fast that we often miss them if we are not looking carefully.

Have you ever seen a shooting star? If not, why not take the time to sit back and watch the sky the next time the stars are shining bright and clear? If you watch carefully and concentrate, you will surely see a shooting star. Don’t forget to make a wish!

A. Read the sentences. Circle the answers in the word search.

- Shooting stars are ____ that fly through ____ at very high speeds.
- These rocks are called ____.
- The ____ air around a fast flying meteor forms a blue-white ____.
- ____ are bits of meteors that crash into the ____.
- Seeing a shooting star is something ____ . You can make a ____ when you see one.
- You need to ____ if you want to see a shooting star.

q	m	E	a	r	h	e	c	i	d	h	m	e	t	o	l
m	e	t	e	o	r	s	o	q	c	r	e	c	k	j	b
o	r	d	s	c	k	p	n	s	h	a	t	n	a	s	p
h	o	e	t	k	E	a	r	t	h	E	e	h	o	c	f
j	k	a	r	s	p	c	s	r	n	a	o	s	m	e	d
l	e	m	e	c	o	n	c	e	n	t	r	a	t	e	g
s	p	a	o	e	c	t	i	a	z	g	i	c	o	t	k
h	t	z	b	a	e	s	v	k	l	r	t	e	i	r	p
b	c	i	s	g	t	p	g	h	a	m	e	t	t	e	o
r	o	n	s	t	r	a	q	j	w	i	s	h	o	c	m
e	n	g	i	p	m	c	o	n	c	t	r	o	c	s	f
n	t	k	d	i	E	e	a	t	h	p	h	t	i	k	j
i	s	t	a	e	k	n	b	a	m	a	s	e	l	g	c



Adverbs

An **adverb** describes a verb. It tells how an action takes place.

Most adverbs are formed by adding “ly” to the adjective. Others are irregular.

Example: The rock did not break up completely and fell fast into the ocean.

B. Check ✓ if the underlined words in the sentences are adverbs.

1. If you look carefully, you can see quite a number of shooting stars on a clear night.
2. People often scream when they see a shooting star.
3. That star looks so lonely in the night sky.
4. We'll surely see the full moon tonight.
5. I tried hard to concentrate but I still could not see a shooting star.
6. That's a lovely story about the stars.
7. We usually stay up to watch the stars when we go camping.
8. The weather soon cleared up and the stars started twinkling again.



C. Change the adjectives in parentheses () to adverbs to complete the sentences.

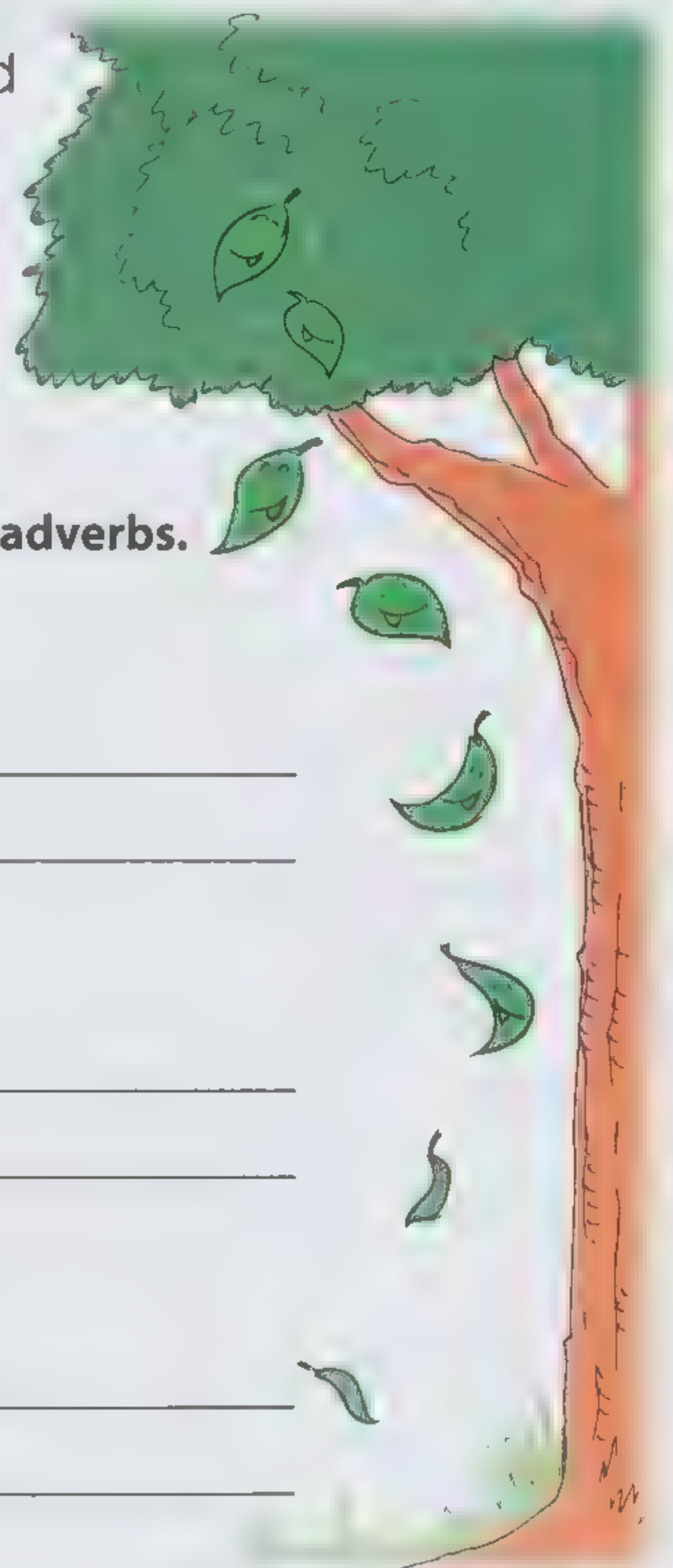
1. Jane asked her dad (eager) _____ when he would get her a telescope.
2. Mary and Sandra are working (patient) _____ on a jigsaw puzzle of different groups of stars.
3. The plane soared (high) _____ and disappeared behind the clouds.
4. Terry arrived (late) _____ and missed the meteor shower.
5. The leaves danced (graceful) _____ in the light breeze.

D. Write sentences of your own with the given adverbs.

1. stealthily

2. gladly

3. hard



The Circus School



Aunt Jamilla is a student at the National Circus School in Montreal. She has very busy days. She has to take classes about anatomy and about nutrition. She is also taking French lessons, and music and rhythm lessons. She does a lot of stretching all day long. She says stretching is very important, especially for circus performers. She takes classes about learning to balance. She can balance on balls, on chairs, on a tightrope, and on a slack wire, too.

In her “acrobatics” class, Aunt Jamilla uses a trampoline, ladders, chairs, and something called a teeterboard. In her class on “aerials”, she learns to move on a trapeze. She is also learning how to climb ribbons and swing around on them, like doing a dance in the air.

In her clowning arts class, Aunt Jamilla learns how to fall without getting hurt. She also learns how to “talk” with her body. She is also learning to juggle – not only with her hands, but with her feet!

Soon, Aunt Jamilla will finish her classes. Then she will have her Diploma of Collegial Studies in Circus Arts. With her experience, she will be able to find a job. It is Aunt Jamilla’s dream to perform with the famous Cirque du Soleil someday. It is my dream to watch her do it.

A. Write what classes Aunt Jamilla takes at the National Circus School.



Circus School

- 1. _____ anatomy class
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

B. What would you want to learn most at a circus school? Why?



Prepositions

Some **prepositions** tell where something happens. Others tell when something happens.

Examples: Aunt Jamilla takes classes at the National Circus School.
(where)

She started her studies there in 2014. (when)

C. Circle the prepositions. Then write the groups of words in the correct places.



Where

on chairs

in the sky

inside the box

at sunset

beside the doll

at Christmas

behind the house

When

at two o'clock

in the morning

on weekends

in 2015

above Lydia



D. Circle the correct prepositions to complete the sentences.

1. At / On my birthday last year, my parents held a party for me. They invited a clown to the party. The clown show started
2. at / in three o'clock. My friends and I sat 3. in / on the carpet to watch the performance.

The clown had a few balls of different colours 4. in / inside her hands. She juggled the balls and we were amazed to see that they formed a colourful arc 5. above / in the air.

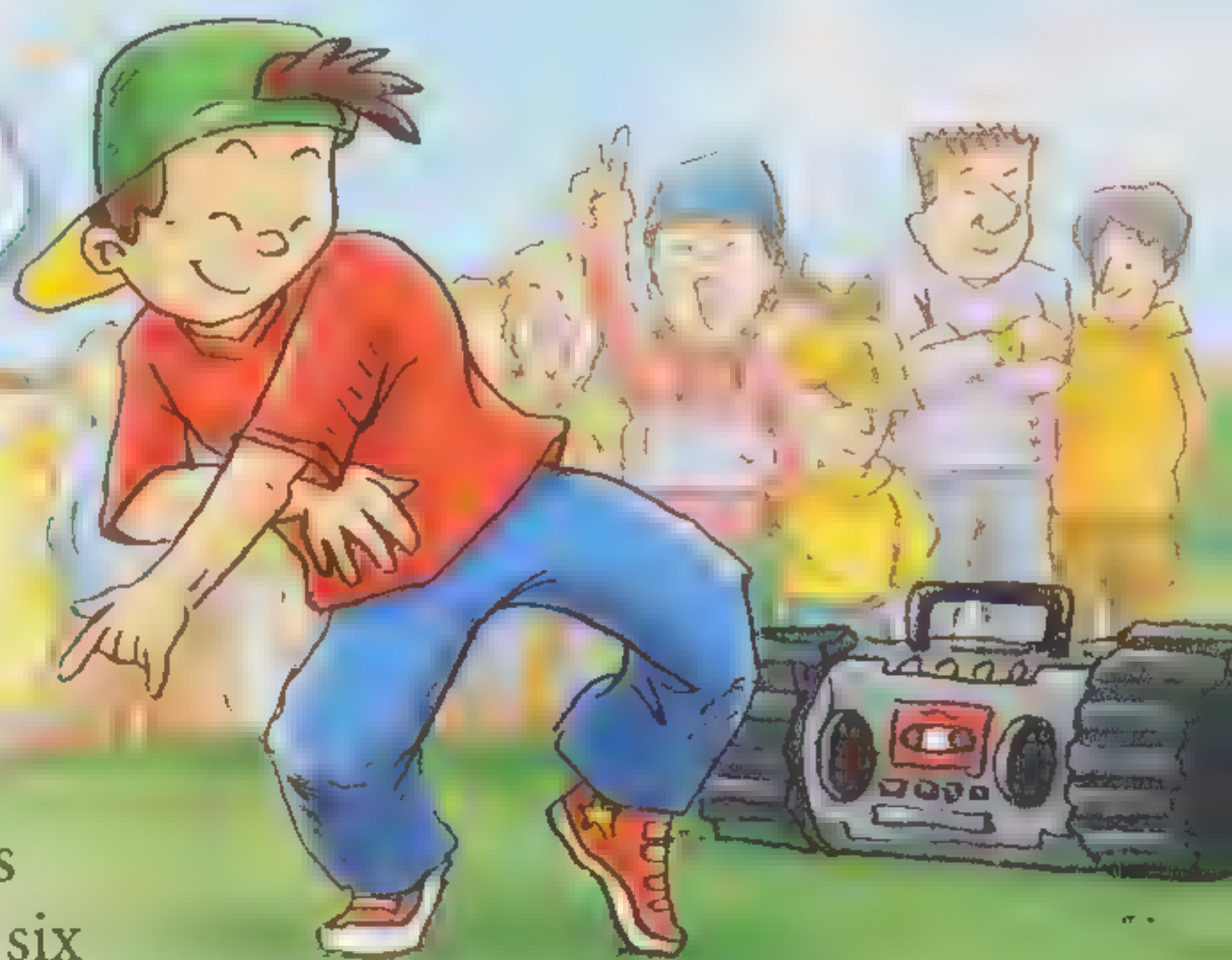
The clown then took out a box the size of a small toaster oven from 6. in / under the table. She showed us that there was nothing 7. between / inside it. She put the box 8. in / on the middle of the table and said, "Abracadabra". Then she slowly pulled a teddy bear out of the box. My friend Anson whispered to me that there must be a hidden part 9. at / over the bottom of the box. But the clown continued to pull teddy bears

out. Two, three, four... We all clapped loudly when she put the tenth teddy bear 10. above / on the table. How could she hide ten teddy bears 11. in / beside such a small box?



My Brother Loves to

Dance



My brother Toller is a very good dancer. He is 12 years old and has been dancing for about six years. He has won many awards. He loves being a dancer, but it wasn't always this way.

One day, a new student named Morris joined Toller's class. When he found out Toller was a dancer, he picked on my brother and called him names. This made other classmates do the same. It was a difficult time for Toller. He stopped going to dance class. He was unhappy.

Toller's dance instructor came to visit us. She wanted to know why Toller had stopped going to dance class. My parents and I were shocked; Toller hadn't told us he had stopped! We all sat together and talked it out. Toller explained that he was being teased at school. The instructor asked him what was making him sad. He was sad mainly because he wanted to keep dancing.

We worked out a plan and role-played it together. My father pretended to be Morris. When he teased Toller about being a dancer, Toller replied, "Yes, I am a dancer. I'm good at it, too. You are good at teasing and bothering people. You need to find something else to do." It didn't take long before Toller finally told Morris this. The other classmates stopped copying Morris. Soon, Morris didn't have many friends. He stopped bothering Toller.

Toller danced hip hop for the talent show at school last week. Everyone cheered when he finished...even Morris. I am proud of my brother.

A. Circle the correct answers.

1. Toller has been dancing for about ____ years.
A. twelve B. six C. two
2. Toller was ____ when Morris called him names.
A. happy B. shocked C. sad
3. Toller's ____ visited the writer's family to see why Toller had stopped going to dance class.
A. class teacher B. principal C. dance instructor
4. ____ was good at teasing others.
A. Morris B. Toller C. The writer
5. Toller danced ____ for his school talent show.
A. samba B. hip hop C. tap-dance

B. Rewrite the sentences so that they are correct.

1. Toller has not won any awards.

2. The writer pretended to be Morris in the role play.

3. Everyone jeered when Toller finished his dance.





Contractions

A **contraction** is a short way of writing two words. One or more letters are replaced with an apostrophe.

Examples: I am → I'm
was not → wasn't

C. Draw lines to match the words with their contractions.

- | | |
|-----------------|-------------|
| 1. did not • | • shouldn't |
| 2. I have • | • doesn't |
| 3. does not • | • there's |
| 4. there is • | • didn't |
| 5. she is • | • we'll |
| 6. we will • | • she's |
| 7. should not • | • he'd |
| 8. he had • | • I've |

D. Fill in the blanks with the contractions of the given words.

1. Toller (did not) _____ go to the dance class yesterday.
2. He (could not) _____ finish his homework.
3. He (had not) _____ missed any dance classes before.
4. (He will) _____ never miss his dance class again.
5. (He would) _____ like to be a professional dancer in the future.





Abbreviations

An **abbreviation** is the shortened form of a word or words.

Examples: Doctor → Dr.

Tuesday → Tue.

Royal Canadian Mounted Police → RCMP



E. Circle the correct abbreviations for the words.

- | | |
|---------------------|-----------------------|
| 1. Mister | Ms. / Mrs. / Mr. |
| 2. kilometre | ki / km / kilo |
| 3. Boulevard | Bl. / Bv. / Blvd. |
| 4. November | Nov. / No. / Novem. |
| 5. number | num. / no. / nb. |
| 6. British Columbia | Br.Co. / B.Co. / B.C. |
| 7. Mountain | Mt. / Mo. / Mot. |

F. Rewrite the sentences using abbreviations.

1. Toller will join a dance competition on October 23.

2. It will take place in a school on Berry Drive.

3. He will go on a trip to Prince Edward Island afterwards.

Lacrosse

Canada's National Summer Sport



Lacrosse is the oldest game in North America. It has been played by the native people of North America for more than 500 years. The first game took place in 1840, and it soon became very popular. In 1859, the government of Canada named lacrosse Canada's national game. In 1994, lacrosse was given the title of Canada's national summer sport.

Lacrosse can be played indoors or outdoors. Women's field lacrosse is played with two teams of 12 players. Men's field lacrosse teams have ten players. The players must pass and catch a rubber ball using netted sticks, and try to score goals by hurling the ball into the other team's goal area.

In the men's game, contact between players is allowed, so protective gear such as helmets and padding is worn. Women's lacrosse does not permit such contact between players. It is based more on the skills of ball control and passing, like the original version of lacrosse.

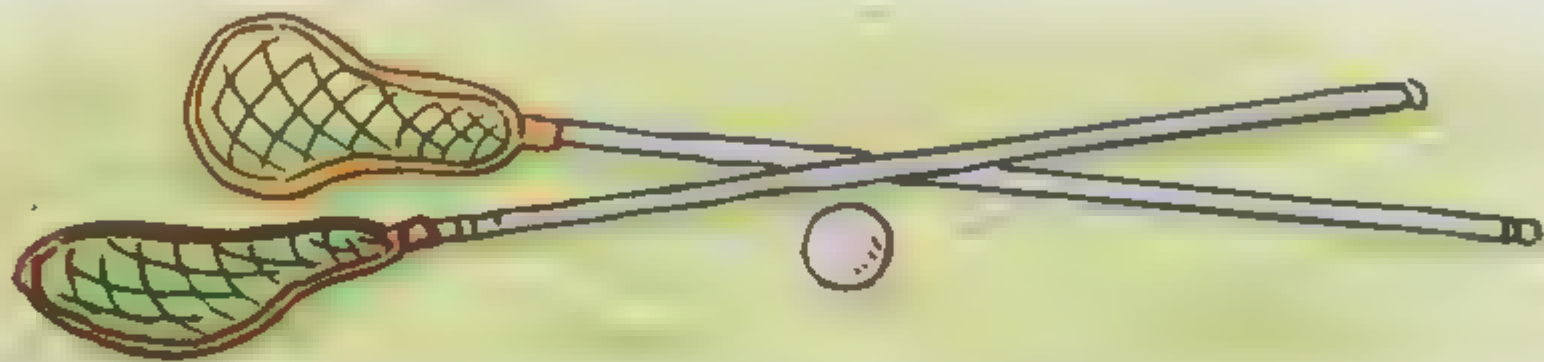
In the 1930s, box lacrosse was created. There are six players on a team. Box lacrosse requires players to think fast and be quick. It is more popular than field lacrosse in Canada.

Another type of lacrosse called inter-lacrosse is a non-contact sport. It is popular with children and teenaged players.

Lacrosse is one of the fastest growing sports in Canada. Why not give it a try?

A. Put the events in order. Write 1 to 4 on the lines.

- _____ Lacrosse was named Canada's national summer sport.
- _____ Lacrosse was named Canada's national game.
- _____ Box lacrosse was created.
- _____ The first game of lacrosse was played.



B. Write "T" for the true sentences and "F" for the false ones.

1. Lacrosse can only be played outdoors. _____
2. There are 12 players on a men's team in field lacrosse. _____
3. The players score goals by kicking the ball into the net. _____
4. No contact between players is allowed in women's lacrosse. _____
5. The original version of lacrosse is based on the skills of ball control and passing. _____
6. Players in box lacrosse have to think fast and be quick. _____
7. Field lacrosse is more popular than box lacrosse in Canada. _____
8. Children can take part in inter-lacrosse. _____



Prefixes

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word.

The prefix "re" means "to do again".

The prefix "un" means "not" or "opposite of".

Examples: write → rewrite

happy → unhappy

C. Cross out X the words that do not use "re" or "un" as a prefix.



react	result
reach	rewind
retrieve	retake
repeat	rebuild
rename	restart



under	uncertain
unkind	uncover
unit	unstable
unless	uncle
unable	unseen

D. Add "re" or "un" to the given words to complete the sentences.

- Field lacrosse is (popular) _____ in Southeast Asia.
- The government is planning to (develop) _____ this district.
- You have to (set) _____ your watch to local time.
- I didn't see that part clearly. Can you (play) _____ it?
- It is (wise) _____ to take action now.



Suffixes

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word.

The suffix "al" means "of" or "related to". The suffix "ful" means "full of". The suffix "less" means "without".

Examples: origin → original
 meaning → meaningful
 meaning → meaningless

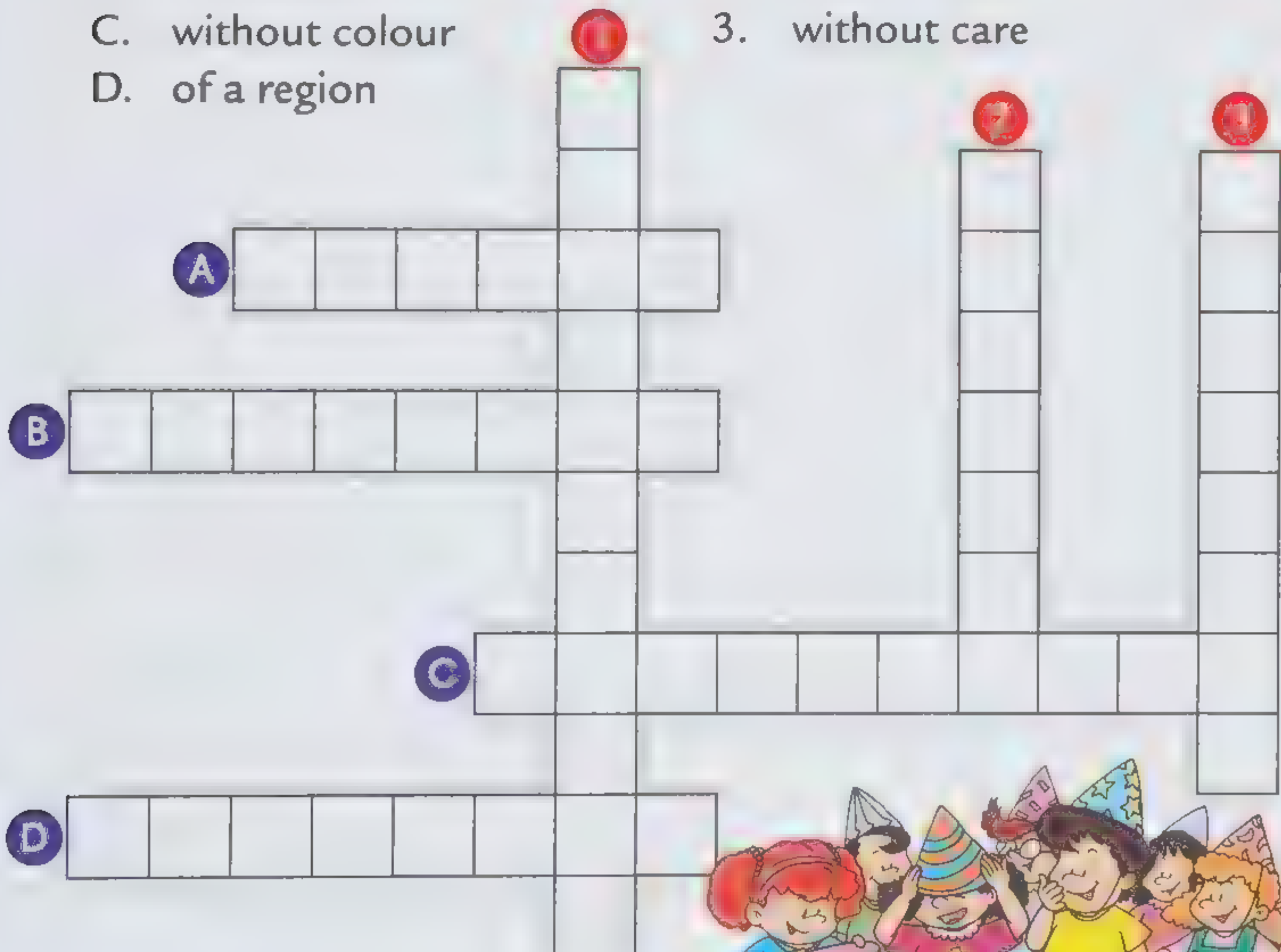
E. Read the clues and complete the crossword puzzle.

Across

- A. full of joy
- B. of a nation
- C. without colour
- D. of a region

Down

- 1. related to education
- 2. full of hope
- 3. without care



Rupinder

the Reporter



Rupinder is a member of the newspaper club at his school. His club publishes the school newspaper once a month. Rupinder is a reporter for the paper. His job is to find things to write about. The students at his school like reading his articles.

This month, Rupinder wrote about his classmate, Toller. Toller has won many awards for his amazing dancing. He is famous in their city because he is such a good dancer. Rupinder's article focused on how hard Toller practised to become a good dancer.

Last month, Rupinder wrote a story about his school's "green program". His school has new hand dryers in the washrooms, so they don't use paper towels anymore. They also have recycling bins at school. No paper cups are allowed in the staff room or cafeteria anymore.

Right now, Rupinder is working on an article about bullying at school. He notices bullies like to keep things secret, but he is going to make sure it is not a secret anymore!

Rupinder loves his job with the school newspaper. When he grows up, he wants to be a famous journalist.

A. Check ✓ the main idea of each paragraph.

Paragraph One

☐
☐

Rupinder is a reporter for his school newspaper.

There is a newspaper club at Rupinder's school.

Paragraph Two

☐
☐

Rupinder wrote about Toller this month.

Toller practised hard to become a good dancer.

Paragraph Three

☐
☐

No paper cups are allowed in Rupinder's school.

Rupinder wrote about his school's "green program" last month.

Paragraph Four

☒
☐

Bullies like to keep things secret.

Rupinder is working on an article about bullying at his school.

Paragraph Five

☒
☐

Rupinder wants to work for his school newspaper when he grows up.

Rupinder wants to be a famous journalist when he grows up.



Compound Words

A **compound word** is formed when two words are put together to form a new word of a different meaning.

Example: news + paper = newspaper

B. Unscramble the letters to form compound words. Circle the words in the word search.

n a y + r o e m

w t e r a + l a f l

i a r n + w b o

t o f o + i n p r t

s h w a + o o r m

y e k + a d b r o

l u e b + a y j

a t e r f + o n n o

a s c l s + t a m e

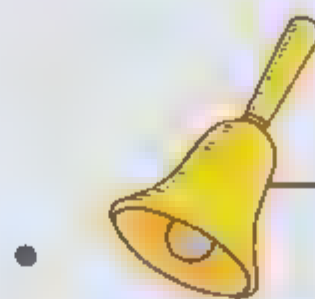
c	s	m	a	t	c	p	a	m	y	m	o	t	h	c
l	o	o	f	j	v	r	i	n	t	l	g	c	b	i
a	p	j	t	a	w	a	t	e	r	f	a	l	l	w
s	c	k	e	y	x				h	a	o	m	a	u
e	l	o	r	w							o	a	s	e
r	a	i	n	j							t	o	k	j
g	s	m	o	t							p	e	e	a
b	s	d	o	d							r	t	y	y
n	m	v	n	l	n	w	s	r	a	i	n	b	o	w
w	a	s	h	r	o	o	m	j	p	n	l	o	k	n
a	t	e	r	n	o	f	a	q	e	t	h	a	b	z
k	e	y	b	j	n	r	a	n	y	m	o	r	e	f
g	d	k	a	s	c	l	t	r	e	b	k	d	i	a

C. Draw lines to match the pictures to form compound words. Write the words in the boxes.

1.



•



•

2.



•



•

3.



•



•

4.



•



•

5.



•



•

D. Draw two pictures to form a compound word. Write the word on the line.

+

=

A Special Project



One day my mother asked me if I wanted to do a special crocheting project with my friends. I said yes. I invited four friends over for a pyjama party. I told them to bring their crochet hooks. My mother taught us how to make crocheted squares.

We started to crochet big squares. There were five of us, and we each made four squares. My mom had bought different colours of wool: peony pink, sky blue, buttercup yellow, lime green, and lavender. My mom made four squares, too.

Then my mom showed us how to sew four squares into a row. We made small, careful stitches using white wool. Then we sewed the six rows together. It turned into a large rainbow-coloured blanket. My mom took a photograph of all of us with our blanket.

That night, we all tried to sleep under the blanket, but it was a bit too small! The next morning, we took a bus to an orphanage. My mom said the children there do not have any parents. The lady who runs the orphanage was kind. We gave her the blanket we made and she thanked us. She took us to a playroom. We played with some of the babies for a little while. They were sweet.

We were glad to meet the babies and give them our blanket.

A. Give short answers to the questions.

1. What did they need to make crocheted squares?

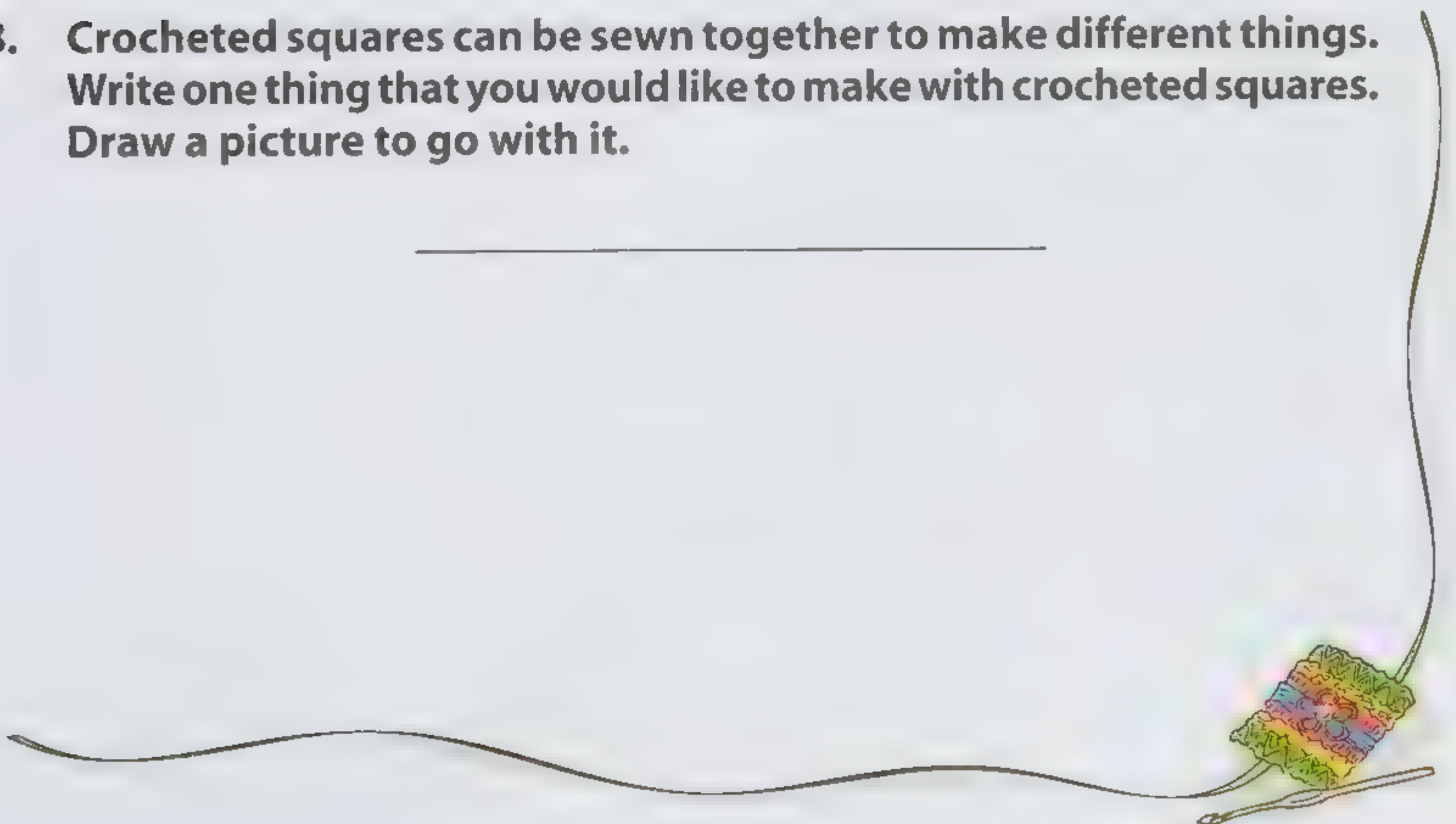
2. How many crocheted squares did they make?

3. What did they use to sew the squares together?

4. What did they make with the crocheted squares?

5. Where did they go the next day?

B. Crocheted squares can be sewn together to make different things. Write one thing that you would like to make with crocheted squares. Draw a picture to go with it.





Commonly Confused Words

We may confuse words that have similar spellings or sound alike.

Examples: bought – brought
sew – sow



C. Circle the correct words to complete the sentences.

1. My mom is crocheting a big

circle
cycle

2. She wants to make a

vary
very

big

cloth
clothe

to cover the table.

3. She puts the wool on the small table

beside
besides

the

coach
couch

4. Oh

dear
deer

! The stitches here are too

lose
loose

5. Adrian, could you

pass
past

the wool to me?

6. very beautiful, Mom.

Its
It's

7. Mom likes having a

desert
dessert

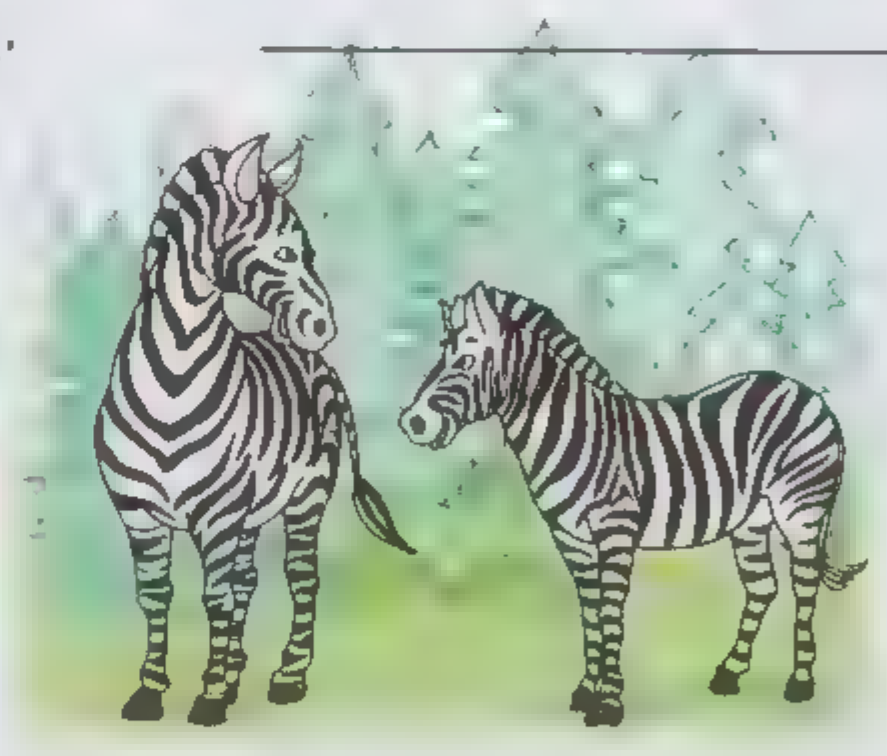
after crocheting.

D. The underlined words are wrong in the sentences. Write the correct words on the lines.

1. I think crocheting is quiet interesting.
2. Wait at the curd before crossing the road.
3. He pores the juice into a big jug.
4. I helped Mom sat the table.
5. This is a nine-story building.
6. Mrs. Hopewell is talking to the school principle.
7. Kim made a bald move in joining the contest.
8. The zebra has black and white strips.

E. Write sentences with the words to show the difference in meaning between the words in each pair.

1. diner / dinner
2. forth / fourth



Durian

King of the Fruits

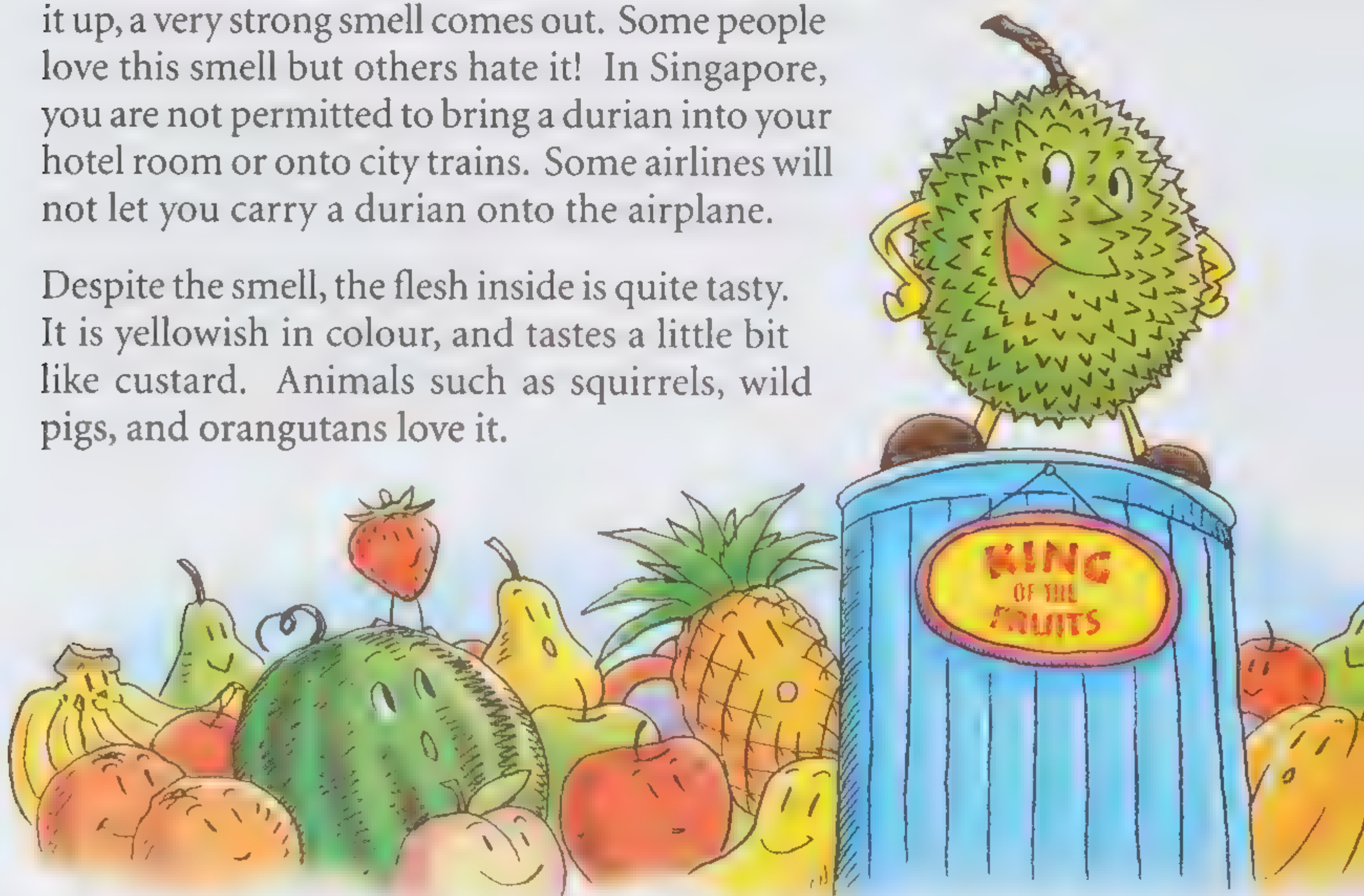
Fruit is always a delicious treat. In Canada, we grow a lot of apples, pears, cherries, and cranberries. But Canada is too cold to grow certain fruits.

Have you ever tasted a durian? It is grown in warm places like Malaysia and Thailand in Southeast Asia. The name “durian” comes from the Malay word *duri*, meaning “thorn”.

The durian is often called “King of the Fruits” because it is big and dangerous looking, and has a very strong smell. One durian can grow up to 40 centimetres long and 30 centimetres wide. It can weigh up to five kilograms. It is an oval shape and the outside is a hard, greenish-brown husk. It is covered with prickly thorns.

But the most amazing thing about the durian is what is inside. When you open it up, a very strong smell comes out. Some people love this smell but others hate it! In Singapore, you are not permitted to bring a durian into your hotel room or onto city trains. Some airlines will not let you carry a durian onto the airplane.

Despite the smell, the flesh inside is quite tasty. It is yellowish in colour, and tastes a little bit like custard. Animals such as squirrels, wild pigs, and orangutans love it.



A. Write the words in the correct places.

cherries
 Malaysia
 cranberries
 Thailand
 Singapore
 wild pigs
 durians
 squirrels
 pears
 orangutans
 Canada

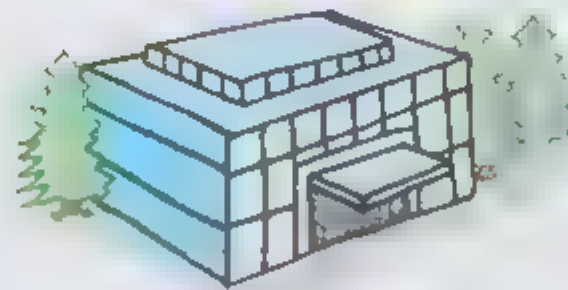
Fruit



Animal

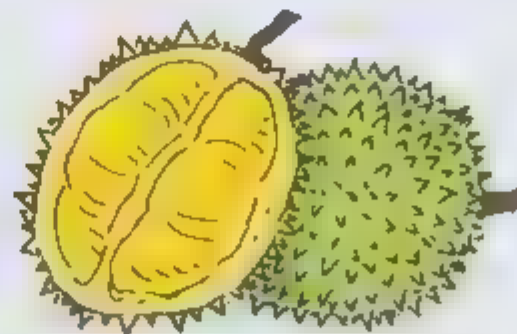


Place



B. Complete the chart.

The Durian



Shape: 1. _____

Weight: up to 2. _____ kg

Length: up to 3. _____ cm

Width: up to 4. _____ cm

Colour: husk – 5. _____ ; flesh – 6. _____



Synonyms and Antonyms

Synonyms are words that have similar meanings.

Examples: cold – chilly

Antonyms are words that have opposite meanings.

Examples: cold – hot

C. Circle the synonyms and underline the antonyms of the shaded words.

1. big

large
small
huge

2. love

hate
like
dislike

3. fast

speedy
slow
swift

4. delicious

yummy
tasty
flavourless

5. cloudy

overcast
sunny
bright

6. balmy

pleasant
warm
stormy

7. interesting

boring
absorbing
amusing

D. Fill in the blanks with synonyms for the given words.

1. It is too (cold) _____ to grow durians in Canada.
2. We are planning a (holiday) _____ in Thailand.
3. Why is your room so (messy) _____ ?
4. This dish is too (spicy) _____ for me.
5. Don't bring a durian into this hotel. It is not (allowed) _____ .
6. The first train (departs) _____ at six thirty in the morning.



E. Rewrite the sentences with antonyms for the underlined words.

1. I seldom try exotic fruits.

2. This store opens on Sundays.

3. The old lady is choosing a small durian.

The Story of Honey

Honey is made by bees. They make honey for wintertime when flowers are not blooming and nectar is not available. Lucky for us, there are so many bees to make honey that there is plenty for us too.

Honeybees live and work together in colonies. A colony of honeybees includes a queen bee, drone bees, and worker bees. The queen is the largest bee in the colony, and she lays all the eggs for the colony. The drones help the queen make eggs.

Worker bees are the smallest bees. One colony can have as many as 60 000 worker bees. Their job is to collect nectar from flowers to make honey. They also make the honeycomb from beeswax to store the honey. Drones may live up to eight weeks and worker bees live about five to six weeks. A queen bee may live up to five years.

There are many kinds of honey and they taste different, depending on the flowers the bees take the nectar from. The average worker bee makes about 1/10 of a teaspoon of honey in its lifetime! A honeybee will visit 50 to 150 flowers on one trip. To make half a kilogram of honey, the bees must tap two million flowers and fly over 40 kilometres. Half a kilogram of honey is what 300 bees can make in their lifetime!

It takes a lot of work to make honey. No wonder it tastes so good!



A. Complete the chart.



A Honeybee Colony

- the 1. _____ bee
- Number: 2. _____
- Job: 3. _____
- Lifespan: up to 4. _____



- Job: 5. _____
- Lifespan: 6. _____



7. _____

- the smallest bee
- Number: as many as 8. _____
- Jobs: 9. _____
- 10. _____
- Lifespan: 11. _____



Similes

A **simile** is a comparison of two things that have something in common. The two things are linked by “as” or “like”.

Examples: He is hardworking like a worker bee.

These candies are as sweet as honey.

B. Check ✓ if the sentences use similes.

1. The city is as busy as a bee colony.
2. The honeycomb is like a storeroom.
3. The beehive is as big as a basketball.
4. My parents like to add honey to their coffee.
5. Little Sharon smiled as she tasted the honey.
6. Honey is as tasty as maple syrup.
7. Mr. Gibson works as a beekeeper.
8. Would you like to try some?
9. The flowers are colourful like a rainbow.



C. Complete the similes with the given words.

a hotel snails a ball birds a stone coffee

1. The full moon is as round as _____.
2. The cars are moving slowly like _____.
3. This chocolate is bitter like _____.
4. The coconut is as hard as _____.
5. Her house is as luxurious as _____.
6. The children sing sweetly like _____.



D. Rewrite the sentences using similes.

1. The little girl is beautiful.

2. This flashlight is bright.

3. The phone is ringing loudly.



In Canada, most people say *Hello* and *Bonjour* when we greet people. Have you ever wondered what people say in other countries? Japanese people bow and say *Konnichiwa*. In China, they say *Ni hao*. In Thailand, *Sawatdee* is said. In Korea, they say *Anyong haseyo*. In Kenya, *Jambo* is the Swahili word for “Hello”.

People in Egypt, Iraq, Syria, Qatar, and Oman greet each other by saying *Salam*, which is an Arabic word. Many languages are spoken in India, but in Hindi – one of the most common languages there – people say *Namaste*. In Malaysia and Indonesia, people say *Apa kabar*.

There are a lot of countries in Europe and a lot of languages, too! In Italy, people say *Bongiorno* (which means “good day”). In Denmark, people say *Goddag*, and in the Netherlands, people say *Goede dag*. In Spain, Mexico, and Cuba, people speak Spanish. They say *Hola*. In Germany, people say *Guten tag* (good day) or *Hallo*. Over in Russia, people say *Privyet*.

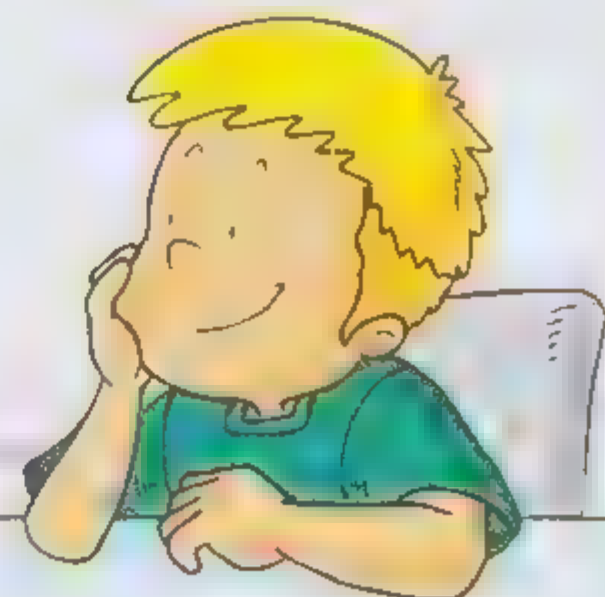
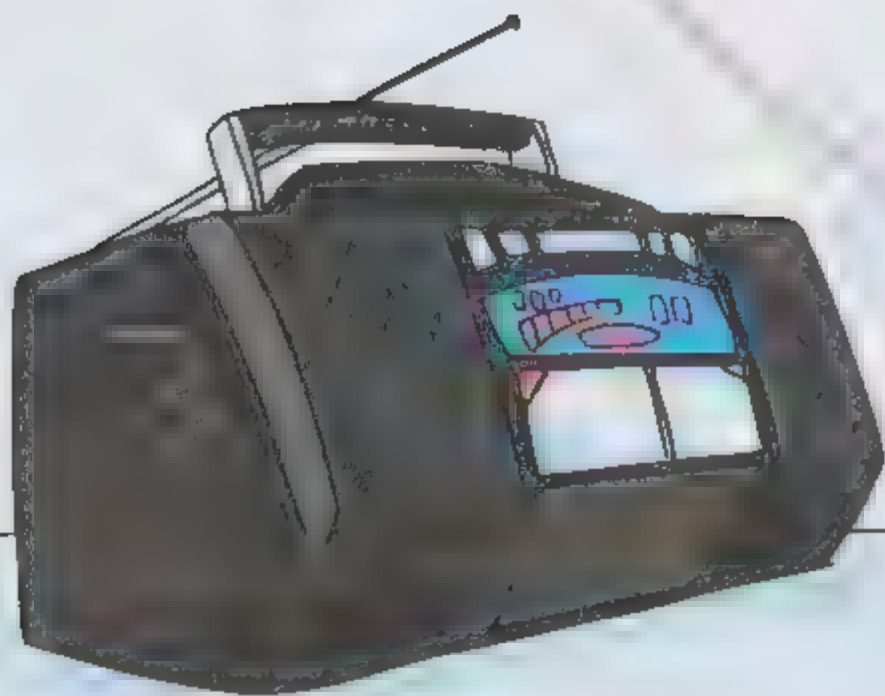
In Hawaii, people say *Aloha*, which means hello, goodbye, and love. In Israel, people speak Hebrew. When people greet each other there, they say *Shalom*. It means hello, goodbye, and peace.

It is fun to greet people in their native language. Why not give it a try?

A. Draw lines to match the greetings with the countries.

Kenya •
 China •
 Israel •
 Thailand •
 Canada •
 Germany •
 Japan •
 Hawaii •
 Korea •
 India •
 Spain •
 Italy •

• Konnichiwa
 • Aloha
 • Jambo
 • Bonjour
 • Ni hao
 • Hola
 • Hallo
 • Hello
 • Bongiorno
 • Anyong haseyo
 • Guten tag
 • Shalom
 • Namaste
 • Sawatdee





Conjunctions

A **conjunction** like “and”, “or”, or “but” can be used to join words or sentences.

Example: In Canada, some people say “Hello”. Others say “Bonjour”.

In Canada, some people say “Hello” and others say “Bonjour”.

B. Check ✓ if the underlined words are correct. Correct the wrong ones and write them on the lines.

1. My sister is fluent in Spanish or I just know a little Spanish.

2. We can either learn the language ourselves and take a course on it.

3. The tourist kept speaking Japanese and I did not understand what he was saying.

4. You can watch the English version or the French version of the film.

5. Macy wants to learn a language and she has not decided which one to learn.

6. “Hello”, “Hola”, and “Hallo” sound similar.

7. “Aloha” means hello, goodbye, or love.

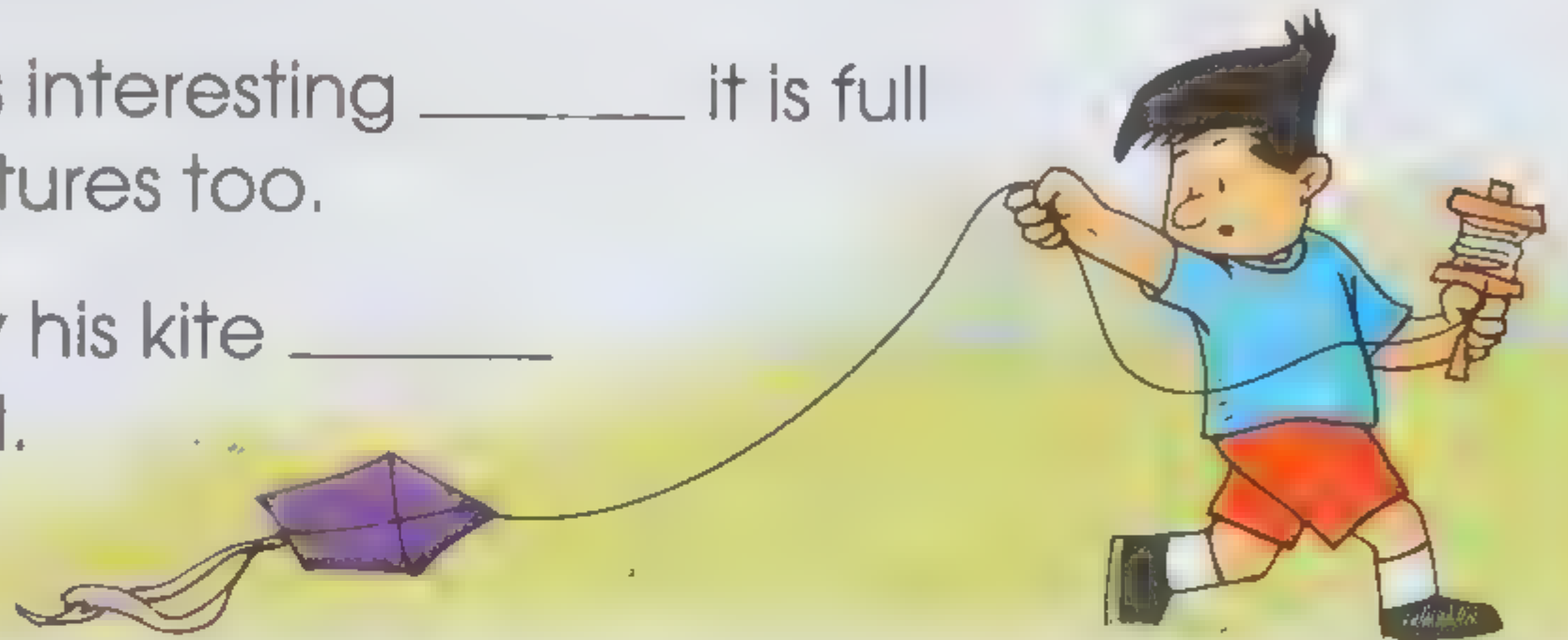
Aloha!

Hello!



C. Fill in the blanks with “and”, “or”, or “but”.

1. Who is your class teacher this year, Miss Sheldon _____ Mrs. Winsor?
2. This computer is old _____ it still functions well.
3. You can stay here _____ come with me.
4. Toronto is a big city _____ there are lots of high-rise buildings in downtown Toronto.
5. This storybook is interesting _____ it is full of colourful pictures too.
6. Ray wants to fly his kite _____ there is no wind.



D. Join the sentences using “and”, “or”, or “but”.

1. I tried to call Tracy. Her line was busy.

2. I will get some snacks. You can prepare the drinks.

3. Put your shoes in the box. Leave them on the rug.

My Brother, the Babysitter

My big brother Colin is a babysitter. He is 15 years old. He always looks after me, and now he looks after my friends and classmates too.

Colin likes his job. He tries very hard to be a good babysitter.

Last year, he took special classes at a babysitter school. He learned many important things there. He learned to ask the parents a lot of questions before they went out, like “Where are you going?”, “When will you be back?”, and “What is your cellphone number?” He also asks about fire exits and fire meeting points. Sometimes the parents do not know the answers so they make the rules together.

Colin keeps a list of all the important phone numbers, such as the numbers of the police department, the fire department, the family doctor, and another adult who lives nearby.

Colin knows how to help someone who is choking. He also knows what to do if someone gets cut or burned. He does not use the oven or the stove when he is babysitting.

The best thing Colin does when he is babysitting me is that he plays with me! His head is filled with ideas about fun things to do. My friends tell me that my brother is a great babysitter. I think so too.



A. Check ✓ the correct meanings of the underlined words as they are used in the passage.

1. special ☐ not common
☐ designed for a particular purpose
2. back ☐ rear part of something
☐ return
3. hard ☐ with great effort
☐ not soft
4. points ☐ places
☐ marks



B. Answer the following questions.

1. How can you tell that Colin tries very hard to be a good babysitter?

2. Write one question that Colin might ask the parents.

3. Why does Colin avoid using the oven and the stove when he is babysitting? Give your opinion.



Forming Questions (1)

We can use "do", "does", "is", or "are" or their past form to begin a question.

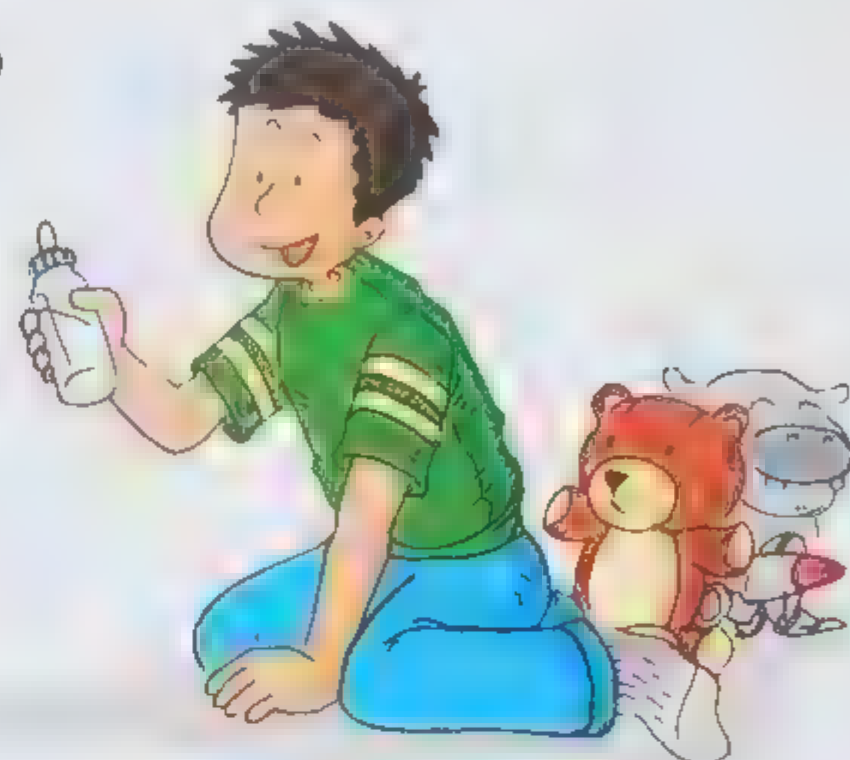
Examples: Is your brother a babysitter too?

Did he take special babysitting classes?

C. Fill in the blanks with the correct words to form questions.



do does did is
are was were



1. _____ your sister look after you when your parents are not at home?
2. _____ the children need babysitting?
3. _____ Sara good at looking after children?
4. _____ his parents there when you arrived at their place?
5. _____ you interested in learning to be a babysitter?
6. _____ you do well in last year's babysitting course?
7. _____ Carla five when you started babysitting her?



Forming Questions (2)

Words like "what", "when", "where", "which", "who", "why", and "how" can also be used in asking questions.

Examples: Who is Amy's family doctor?

Which number should I call first?

D. You will be babysitting Billy. Write the questions that you will ask his parents with the given words.

1. What

2. When

3. Where

4. Why

5. How

Most mammals, like dogs and whales, and people too, give birth to living babies. When the babies are born, they drink milk from the mother's body and grow quickly.

But marsupials are a unique kind of mammal. They are sometimes called "pouched mammals". This is because the mother has a pouch somewhere on her body. Marsupial babies are born differently from most other mammals. When they are born, they are still very tiny and unformed. They are born blind and hairless. The tiny marsupial baby crawls through its mother's fur to find her pouch. It is a dangerous journey.

Once the baby finds the pouch, it stays there and drinks milk until it is big and strong enough to live as a real baby animal. It starts to explore the world, but goes back into its mother's pouch when it wants to. The young marsupial continues to drink its mother's milk for a long time – even when it becomes too big to fit in its mother's cozy pouch!

There are many kinds of marsupials, but most of them live in Australia. Kangaroos, koalas, and wombats are the most well-known kinds of marsupials. There is only one kind of marsupial living in North America. It is called the opossum. They live mostly in forested areas and prairie grasslands. They are about the size of a cat. They hunt mostly at night, looking for small rodents, as well as insects, worms, fruits, seeds, and nuts.

Marsupials



A. Put the sentences in order. Write 1 to 5.

- ___ The baby stays in the pouch.
- ___ A baby marsupial is born.
- ___ The baby finds its mother's pouch.
- ___ The baby goes out to explore the world.
- ___ The baby goes back to its mother's pouch.



B. Rewrite the sentences so that they are correct.

1. Marsupial babies are born blind with lots of hair.

2. The baby has to find its father's pouch on its own.

3. Most marsupials live in North America.

4. The opossum is about the size of a kangaroo.



Paragraphs

A **paragraph** is a group of sentences that express the same idea.

A good paragraph has a **topic sentence** which is usually the first sentence and introduces the main idea, and **supporting sentences** that add details to that idea.

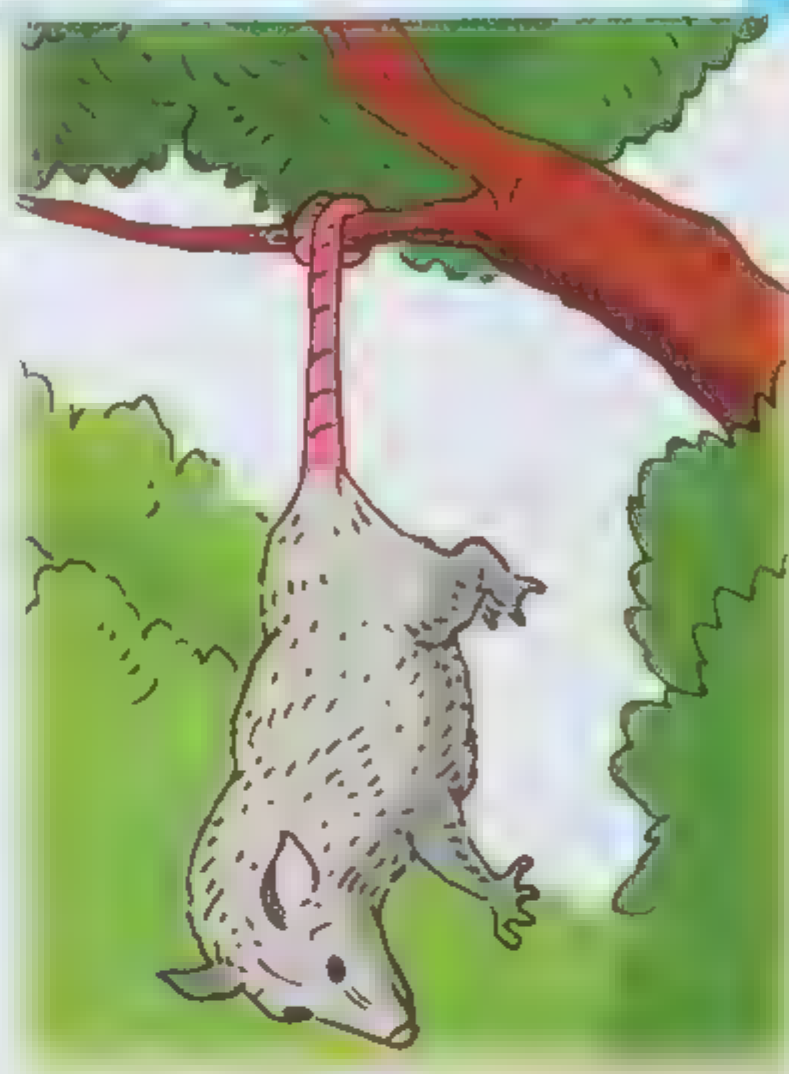
- C. Put a line through the sentence that does not belong in each paragraph in the passage below.

The Opossum

The opossum is a marsupial. The mother has a pouch, like a kangaroo. You cannot find other kinds of marsupials in Canada. It has a triangular head and a pointed nose. Its fur is grey, but its ears and tail are furless. It can hang from a tree limb on its long tail.

The opossum is a mammal. The mother gives birth to living babies. The opossum baby is very tiny when it is born. It is just the size of a honeybee. Honeybees are hard-working insects. It climbs through its mother's fur to her pouch. It stays there for about 60 days. Then it becomes strong enough to leave the pouch and see the world outside.

Opossums eat a wide variety of things. They like looking for food at night. They eat worms, snails, insects, and small animals like rodents. A spider is not an insect. They also eat the seeds, fruits, and nuts of different plants. They will even eat pet food.



D. Write a topic sentence for each paragraph below.

1. _____

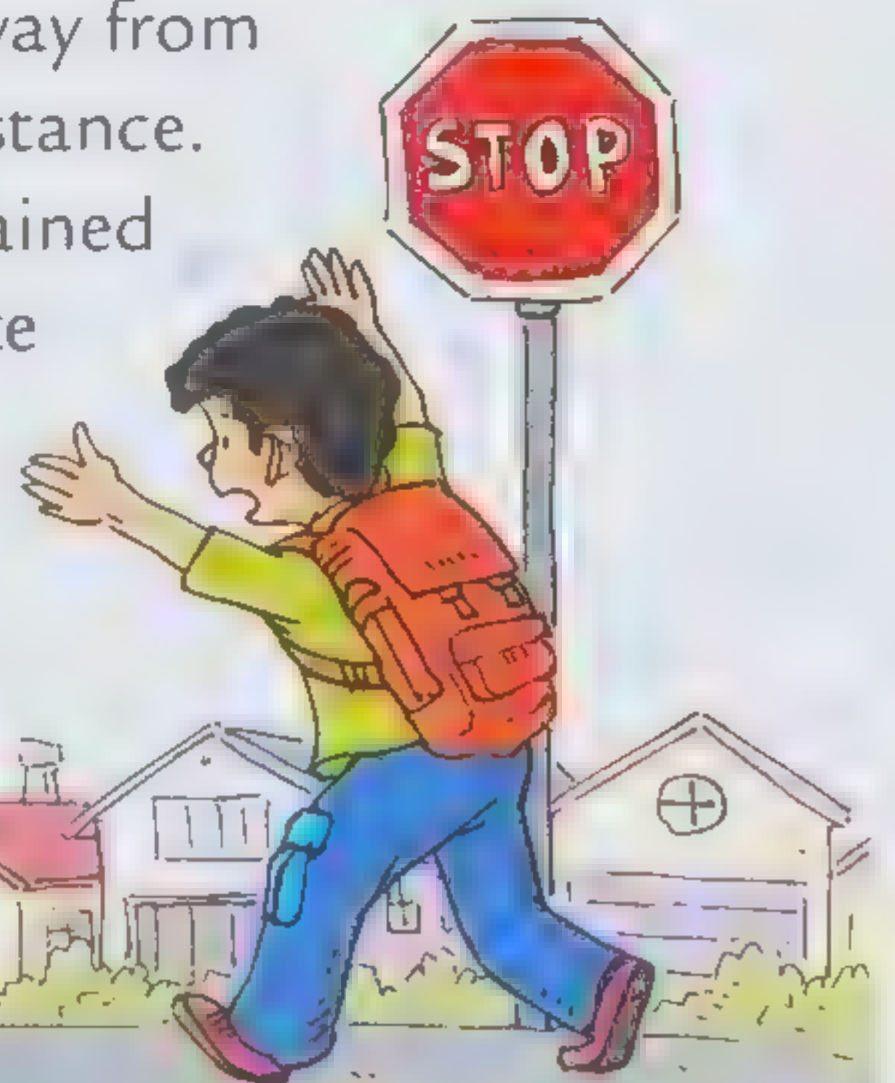
I met her when I was four. She was my neighbour and we were in the same kindergarten class. Although her family has moved, we still see each other often. I tell her my little secrets and she shares hers with me. We will stay best friends forever.

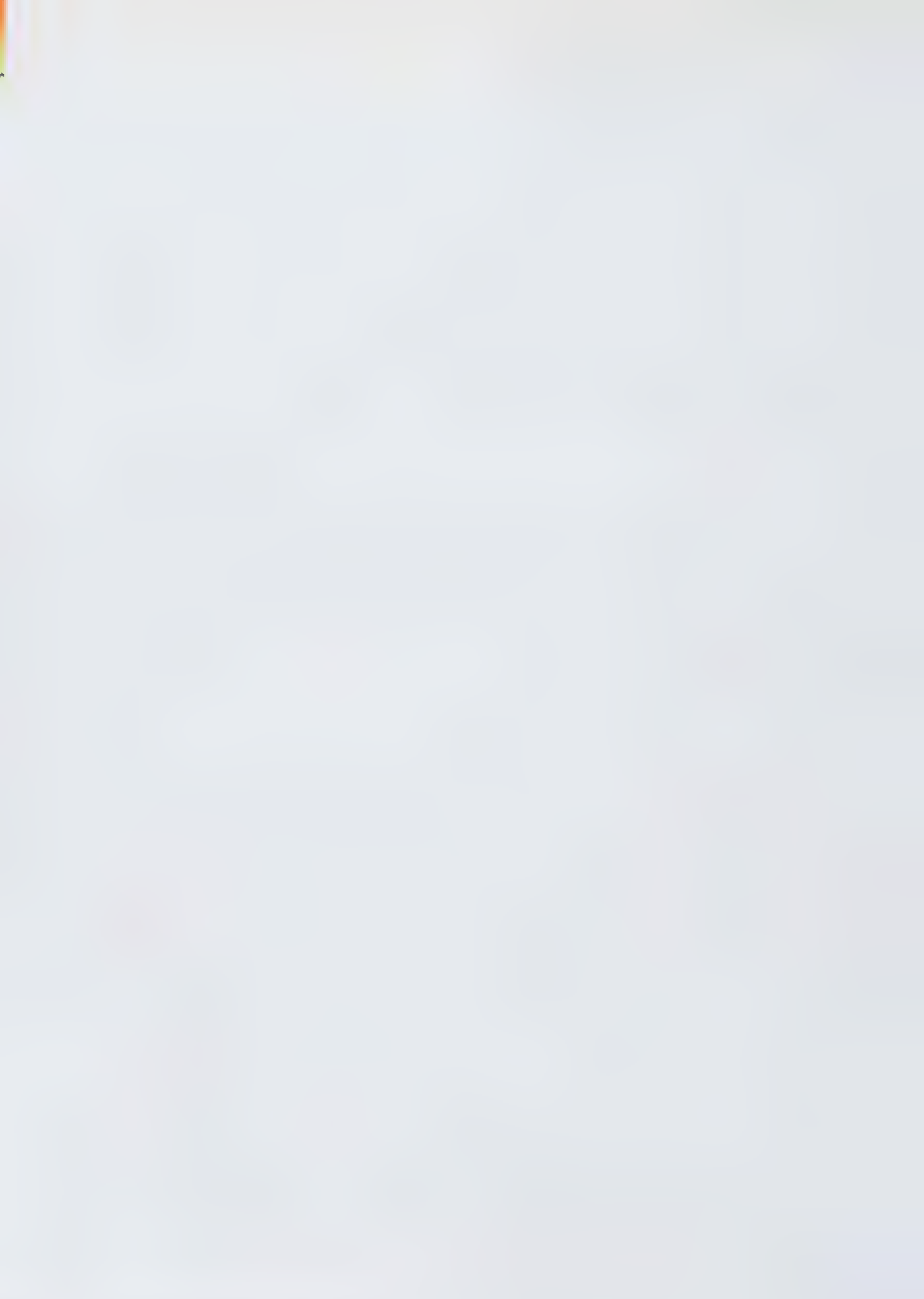
2. _____

You can find it on the Canadian flag. It has been on the penny since 1937. Tourists visiting Canada like to buy souvenirs with the maple leaf on them. People around the world will surely think of Canada when they see a maple leaf.

3. _____

My alarm clock did not work so I got up late. I missed the school bus and had to take the city bus instead. On the way, the bus broke down. It was just two blocks away from school so I decided to walk the remaining distance. When I was near my school, it suddenly rained heavily. I was soaked to the skin. To make matters worse, I found that I had left my bag on the bus. It was probably the worst day of my life.









Communities between 1780 and 1850

The people of early Canada lived very differently from how we live today. Their experience of living in Canada was not the same as ours.

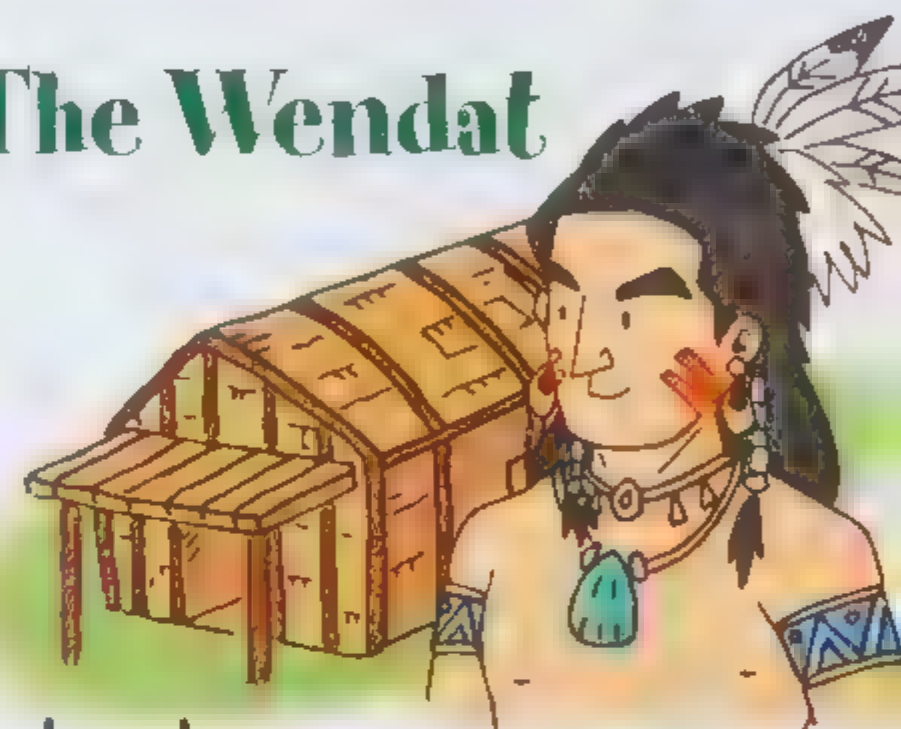
- A. Read about these groups of First Nations peoples. Then write about their similarities and differences.**

The Wendat and the Anishnawbe were both First Nations groups, yet they lived differently from each other.

The Wendat lived together in large walled villages all year round. Several Wendat families lived in one longhouse. The Wendat took care of the land and they grew corn, squash, and beans.

The Anishnawbe moved each season to be close to the animals they hunted. They lived in small camps of dome-shaped homes that were called wigwams. These homes were made of natural materials. One family lived in each wigwam.

The Wendat



longhouse

The Anishnawbe



wigwam

The Wendat and the Anishnawbe were both spiritual peoples connected to nature. Their clothing was made from tanned animal skins from the animals they hunted.

Similarities

What group did they belong to?
In what way were they spiritual?
What did they wear?

The Wendat and the Anishnawbe

- both were 1. _____
- 2. _____
- 3. _____

Differences

What type of house did they live in?
Did they move frequently?
Did they hunt or farm?

The Wendat

- many families lived together in a
4. _____
- 5. _____

- 6. _____

The Anishnawbe

- each family lived in their own
7. _____
- 8. _____

- 9. _____

B. These two boys lived in early Canada, but they had different backgrounds. Match the descriptions with the correct boys.

- A** His father was a European man and his mother was a First Nations woman.
- B** His father was a slave in the south, but Canada gave his family freedom to settle in Upper Canada.



a Métis boy



an African-American boy



Roles: Then and Now

Men, women, and children from the beginning of the nineteenth century had different roles in their communities than those we have today.

A. Read about the roles of these First Nations peoples. Match the roles with the correct people. Then write about the roles in your own family.

A "I respect the adults in my father's clan because it is my clan too. From my parents, I learn the skills I will need to survive and be a useful member of my community."

B "I take my older boys hunting and fishing. We work together to protect our family and community."

C "My daughters and I collect wild berries, nuts, and vegetables. We prepare the meat too."

We have different roles.



Our Family Roles

My dad: _____

My mom: _____

Myself: _____

- B. Read about a day in the life of a girl living in Upper Canada in 1803. Then write a short diary entry to show how your day is different from hers.

Dear Diary,

It was another long, hard day. My brothers, sisters, and I helped on the farm from morning until night. We dug up the soil because it had to be turned to be ready for planting.

Mother's dress was finally worn out so she decided to pull the stitching out and make new dresses from it for my sister and me. We carded wool and now we can dye it with the rhubarb and dandelions we collected.

*Yours,
Anna Adams
1803*



You can write about what you did at school and your chores at home.



Dear

Yours,



Early Canadian Travel

Early Canadians had different ways of travelling. They did not have the same ways of getting around as those we have today.

- A. Name the different means of travel. Then choose the best choices for the early Canadians. Write the letters.

snowshoes canoe horse and cart

A

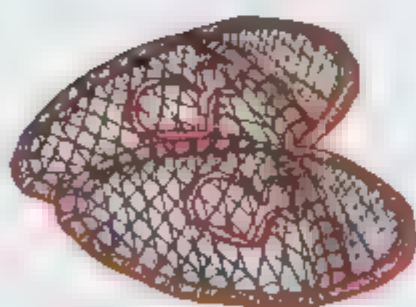


1.



a European fur trader

B

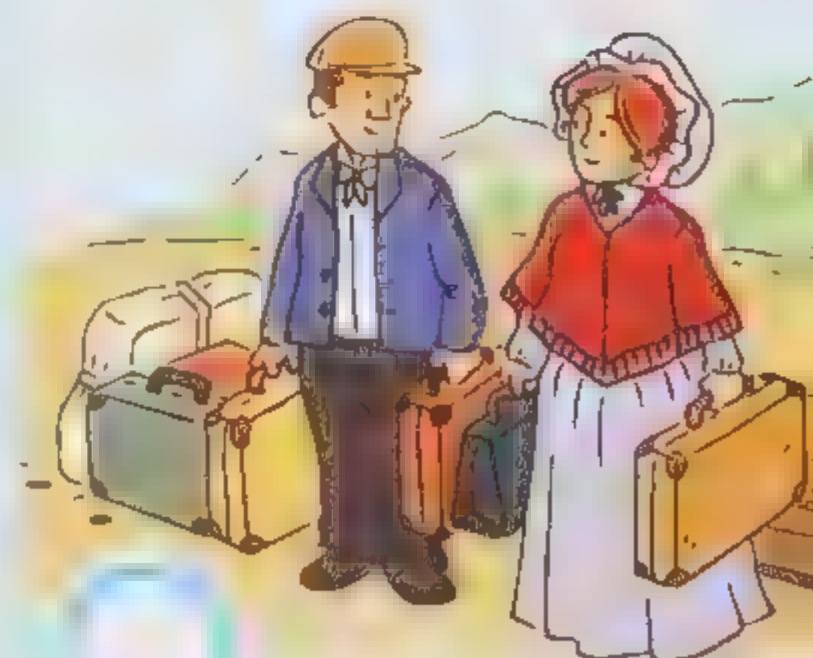


2.



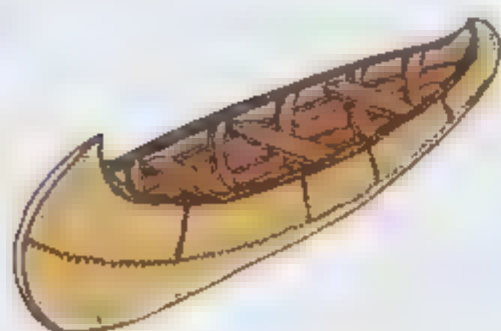
a First Nations person

3.



early settlers

C



B. Fill in the blanks.

Birchbark Canoes - an Important Means of Transportation

large heavy bark
lightweight Fur Trade



- Birchbark canoes are made from the 1. _____ of birch trees.
- Birch trees are ideal for making canoes because the bark comes off the trees in 2. _____ pieces.
- The canoes are 3. _____ , easy to construct, and able to carry 4. _____ loads.
- Birchbark canoes were used by the traders in the 5. _____ as they travelled around Canada hunting for fur.

C. Answer the question.

Back then, people used toboggans to carry people and small loads from place to place. What do we mainly use toboggans for today?





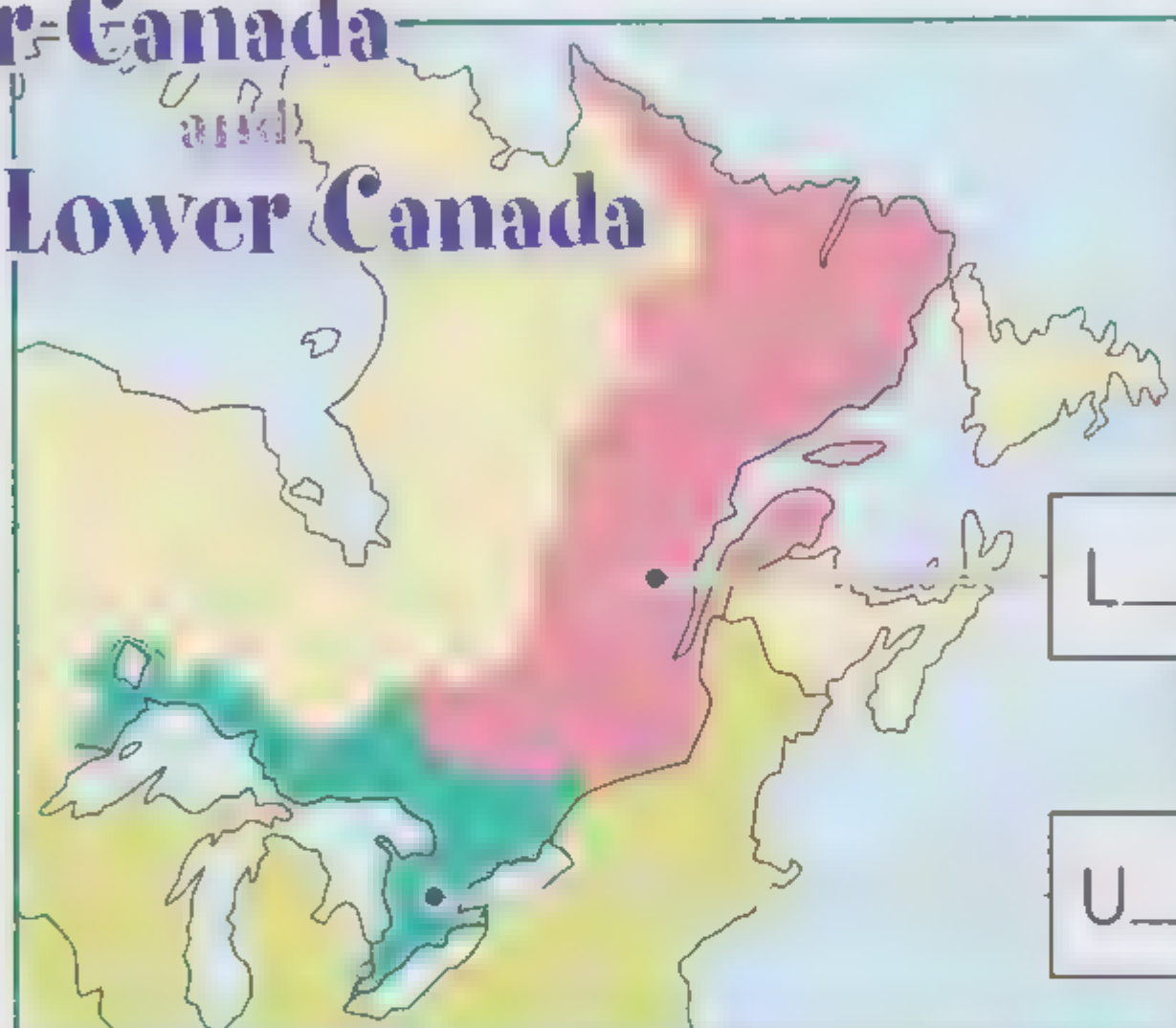
Adapting to the Climate

Canada's climate was a challenge to early Canadians. They did not have the same resources as we do today, but they learned to adapt to the climate.

A. Label the map. Then fill in the blanks.

Upper Canada

Lower Canada

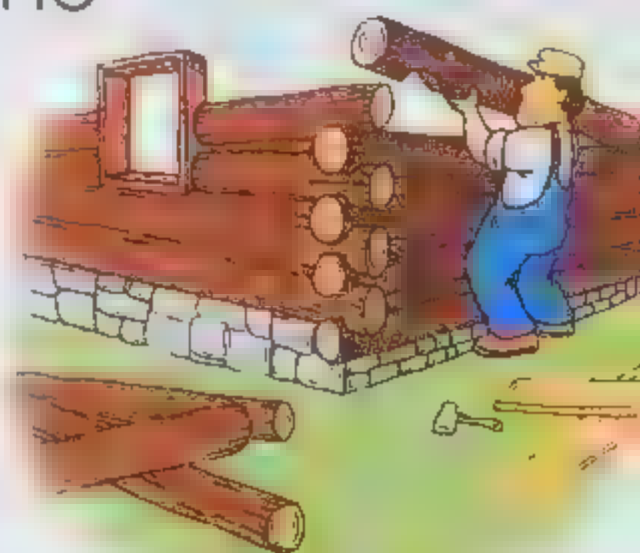


L_____ Canada

U_____ Canada

log shelters Upper Lower warm

The early settlers of 1. _____ Canada had to survive colder winters than those in 2. _____ Canada. They did not have the sturdy, warm homes that we have today, so they worked hard to build their 3. _____. They cleared the land to build 4. _____ homes so that they could stay 5. _____ in winter. It was a lot of hard work and they faced many challenges.



B. Match the sentences with the pictures to show how early settlers survived the winter. Write the letters.

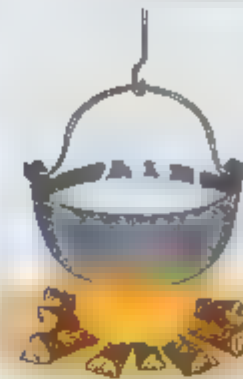
Challenges

1. The cold froze their water.
2. They could not travel easily to get food in the winter.
3. They needed something to keep their bodies warm.



Solutions

A



boiled water

B



quilted blankets

C



dried food

C. List three details to show what an early settler, Susanna Moodie, wrote about the cold.

The morning of the seventh was so terribly cold that everything liquid froze in the house. The wood that had been drawn for the fire was green, and it lit too slowly to stop the shivering of women and children; I grumbled about the fire out loud, where I tried to thaw frozen bread and to dress crying children...

- _____
- _____
- _____

How do we keep warm today?



Early Settlers' Challenges

Early Canadian settlements did not have the same support and resources that we have today. Most of them were isolated from other towns and early settlers faced many challenges.

- A. An early settler had a series of challenges to overcome before having a home in Canada. Fill in the blanks and put the pictures in order.

Settling in Canada

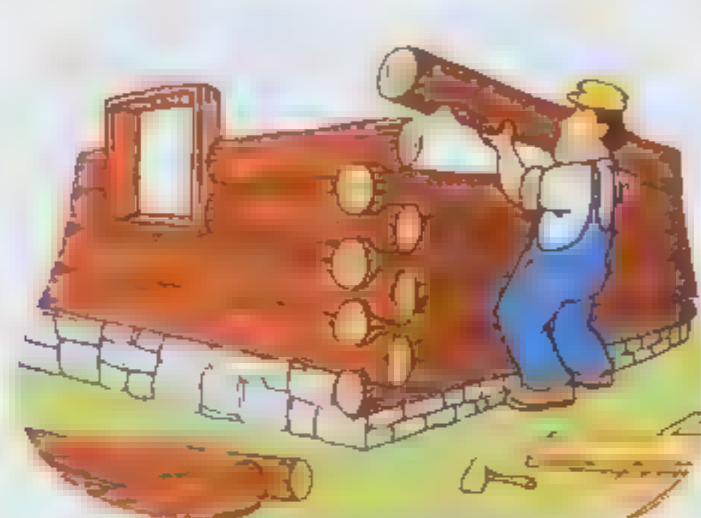
grant log ship land

A



arriving safely by _____

B



building a _____ house

C



clearing the _____

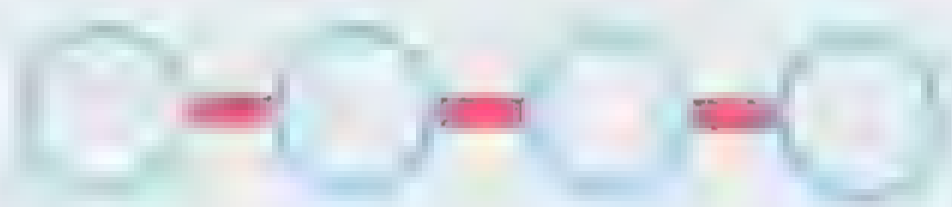
D

A land grant is land given to the people by the government.



receiving a land _____

A series of challenges early settlers went through:



- B. Read to see what type of support or resource each early settler needs. Write the letters.

Support or Resource

- | | |
|--------------------------------|--------------------|
| A a general store | B a teacher |
| C an officer of the law | D a doctor |

1. "My mother teaches me how to read while we rest from our work on the farm."



2. "Thieves have stolen my chickens. I must block off the pen to prevent it from happening again!"



3. "My little sister is very sick. We've given her soup but we do not know what else to do."



4.

We mill our own flour using a hollowed-out log because the nearest town is a two-day journey away.



- C. Compare your lifestyle with that of early settlers. Write about what people do today.

Water

Early settlers: Water was collected from springs or rivers.

People today: _____

Light

Early settlers: Candles and oil lamps were used for lighting.

People today: _____



Canadian Identity

Our Canadian identity, or who we are as Canadians, has been shaped by the people who came before us.

A. Fill in the blanks.

People Shaping Canada

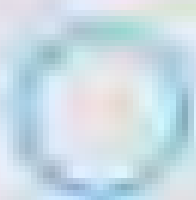
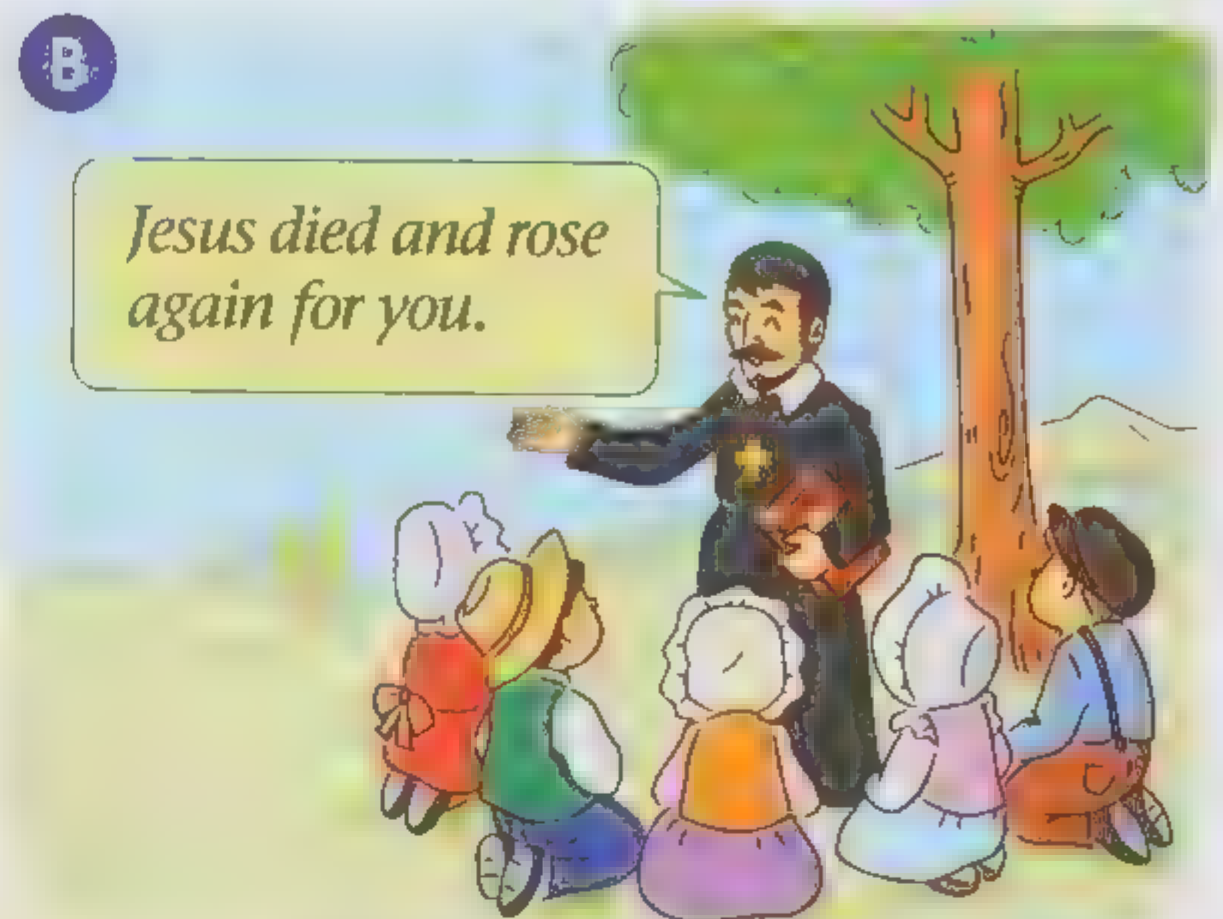
English culture French
multicultural bilingual two

The French settled in Nova Scotia, bringing their culture and the 1. _____ language to Canada. The British arrived in Newfoundland, and brought the 2. _____ language from Britain. Today, Canada is 3. _____. It has 4. _____ official languages.

Soon, more people from other countries came to Canada, each time bringing a new 5. _____. All of these different cultures have become part of the Canadian identity, making us a 6. _____ country, which means we have many cultures.



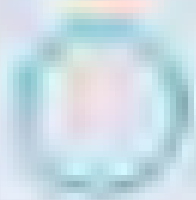
B. Look at the pictures of early Canadians. Connect them to the correct Canadian celebrations we have today. Write the letters.



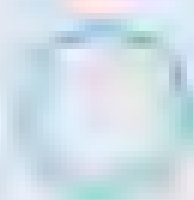
Easter



Black History Month



Thanksgiving Day



National Aboriginal Day

What is your favourite Canadian celebration? Why?





The Original Inhabitants

The original inhabitants of Canada were the First Nations peoples. For thousands of years, they have lived on the land we now call Canada.

- A. Read the paragraph. Write about the food sources of the original inhabitants and match the tools with the correct groups.

The First Nations peoples got their food from the land. Some groups, like the Wendat, were good at farming. They planted crops such as corn, squash, and beans. Other groups, like the Anishnawbe, were great fishermen and hunters. They caught fish and hunted deer, buffalo, and rabbits.

Tools



Food Sources

The Wendat

Method: by _____

Food: _____

Tools: _____

The Anishnawbe

Method: by _____

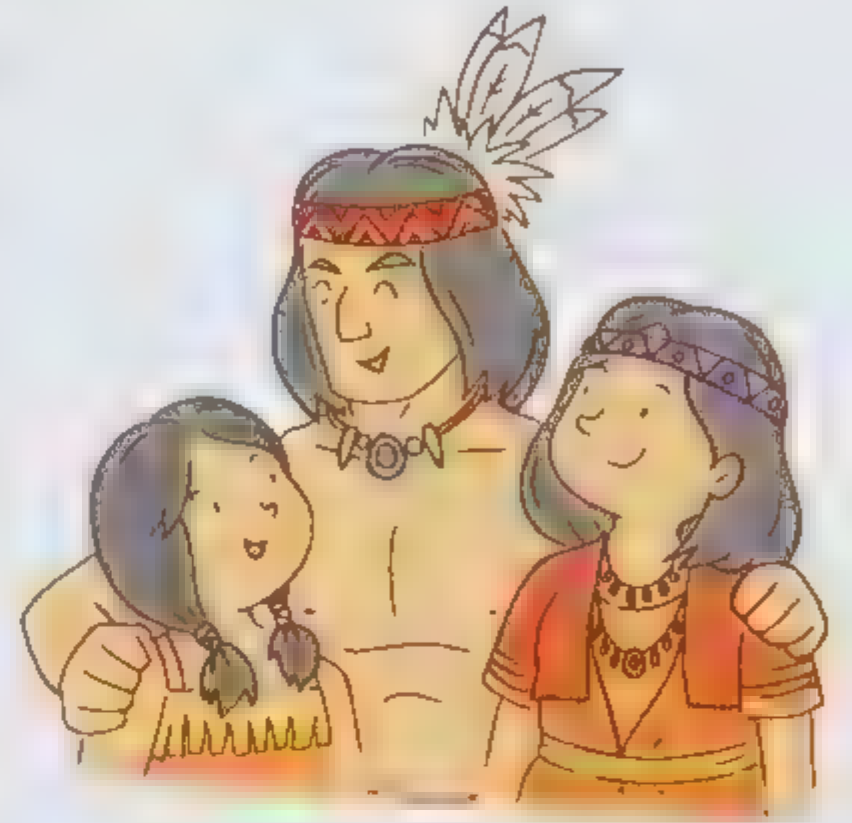
Food: _____

Tools: _____

B. Fill in the blanks to complete what the people say. Then answer the question.

sleds rivers children hunting baskets women

Men: We play an important role in families. We are responsible for 1. _____ and fishing. We also clear the land for our homes and crops. We make canoes and 2. _____.



Children: The girls usually follow the 3. _____ and help with everyday chores like sewing and cooking meals. The boys follow the men to learn how to hunt and fish in the lakes and 4. _____.

Women: We take care of family life. We tend the crops, collect food, and cook meals. We also make household items like mats, 5. _____, and pots, as well as tools like fishing nets. We are the primary caretakers of the 6. _____.

7. Do you think the life of the First Nations peoples was difficult? Explain.

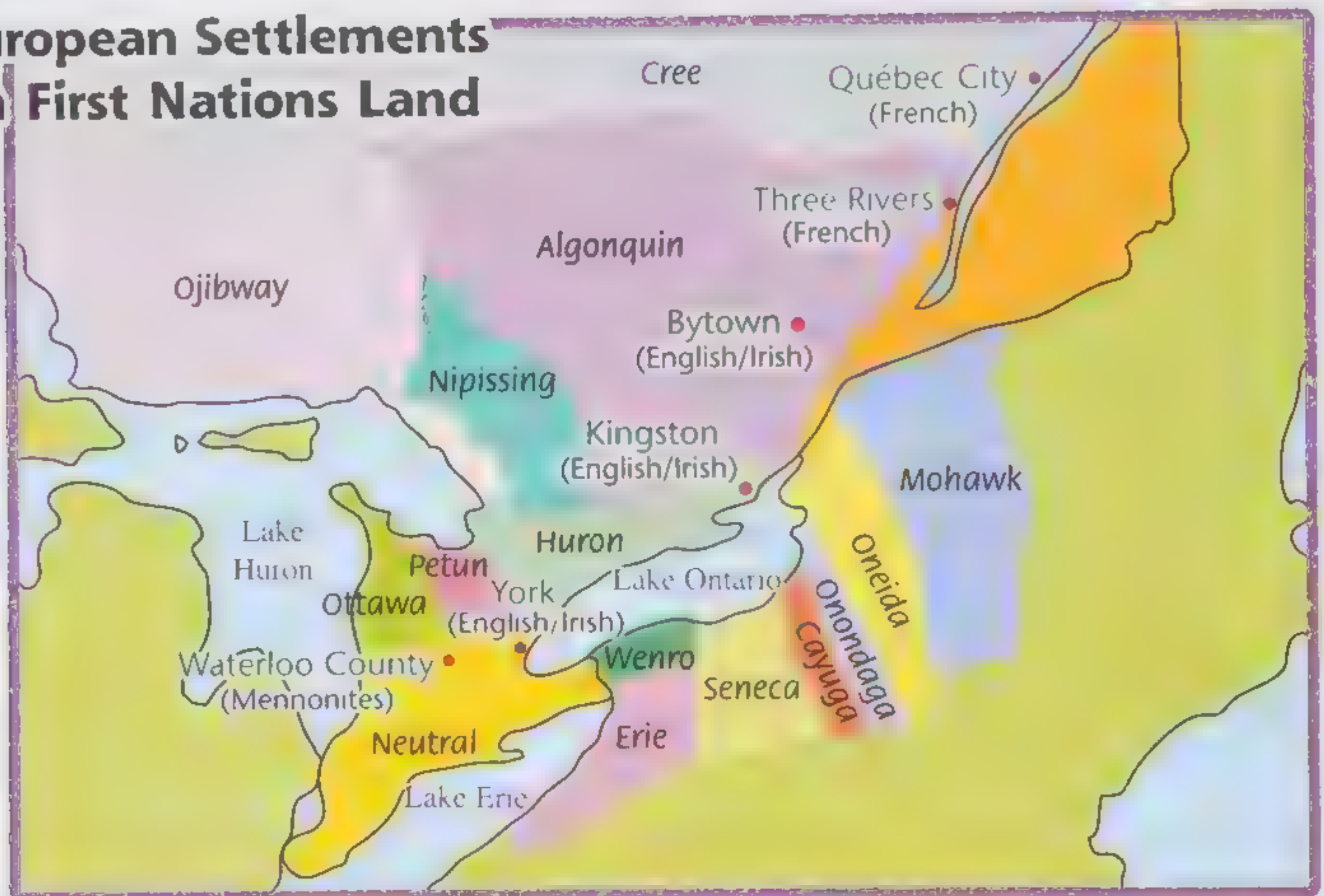


Moving Out

When the European settlers arrived, they needed land to live on. The First Nations peoples agreed to move to different areas to make room for the new settlements.

A. Answer the questions with the help of the map.

European Settlements on First Nations Land



- List three First Nations tribes that lived near Lake Ontario.

- Name the English/Irish settlements.

- Name the First Nations peoples and Europeans who lived in:

Waterloo County	Three Rivers
_____ _____	_____ _____

B. Fill in the blanks. Then circle "T" if the statement is true or "F" if it is false.

money land reserves
agreements farming



When the European settlers arrived, they looked for land to settle. The First Nations peoples signed 1. _____ stating that they would give parts of their 2. _____ to the settlers. The settlers then used this land for housing and 3. _____. In return, the First Nations peoples received 4. _____ and protection, and lands called 5. _____ were set aside for their use.

- | | |
|--|-------|
| 6. The agreements stated that the First Nations peoples would give up all of their land. | T / F |
| 7. The settlers built their homes on the land given by the First Nations peoples. | T / F |
| 8. The First Nations peoples got money and protection from the Europeans. | T / F |
| 9. Reserves were areas where the First Nations peoples and the settlers lived together. | T / F |



Settling the Land

Europeans saw that Canada was a beautiful country that was rich in resources. They came to settle in the land and make new homes for themselves.

- A. Imagine that you are a European looking for a new place to settle. What kind of land would you want? Check the letters.

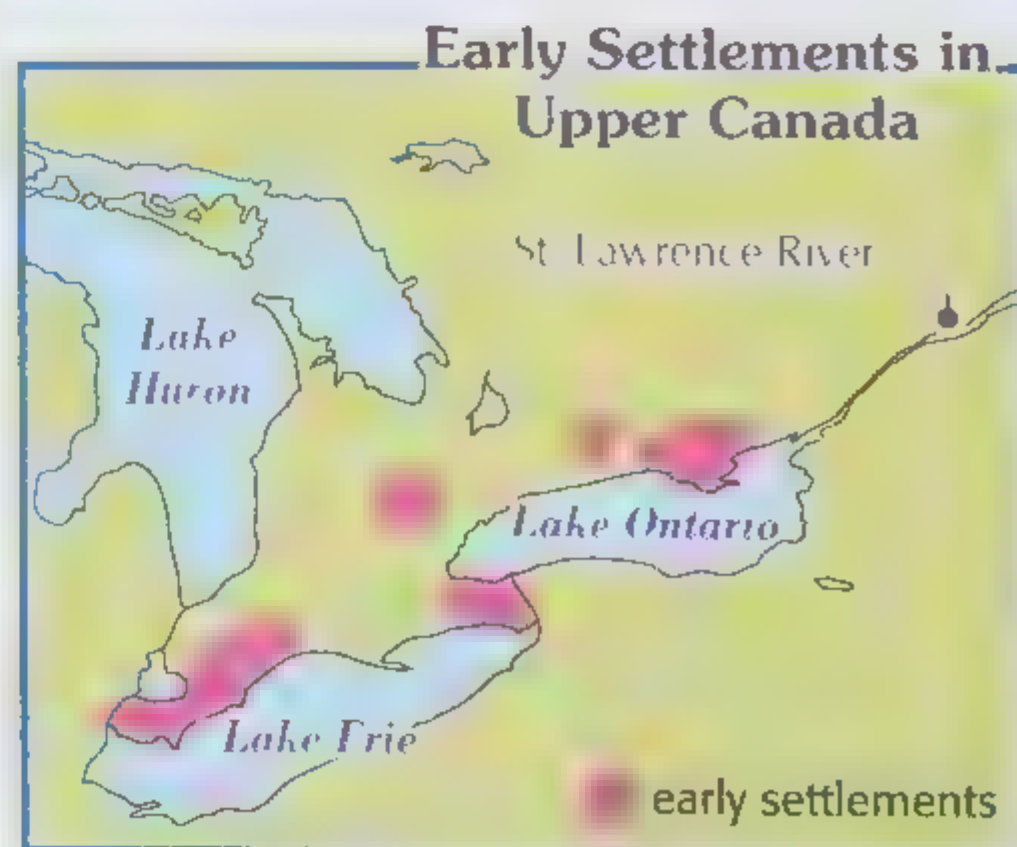
My new land should:

- ☐ A have water nearby for drinking and watering crops.
- ☐ B be surrounded by beautiful mountains for scenery.
- ☐ C be flat with fertile soil for farming.
- ☐ D have trees nearby to be used for building.
- ☐ E have a nice environment for growing flowers.
- ☐ F have easy access to a waterway.

- B. The map shows early settlements in Upper Canada. From what you learned in (A), explain why you think the settlers chose these areas.



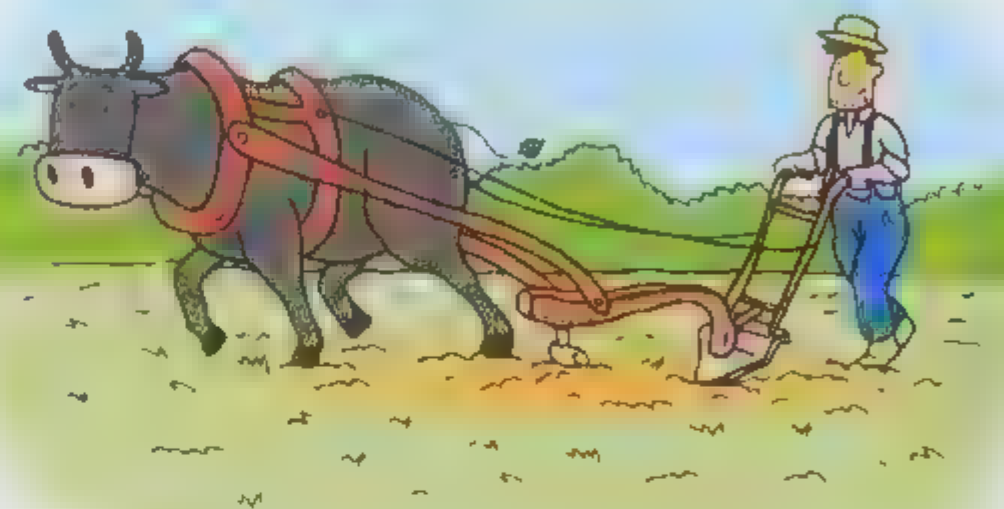
Water is one of our basic needs!



C. Put the sentences in order to show how settlers started their settlements.

- A** received tools for building and clearing land
- B** built homes and farm buildings, sowed seeds
- C** cleared land and chopped trees
- D** received land grants
- E** harvested crops

Many settlers, like me, became farmers when we settled in Canada.



Starting a Settlement

D. Write “Men”, “Women”, or “Children” to show how different family members helped in early Canada.

Farm life was difficult for settlers. Everyone in the family had to help and the farm required a lot of hard work. Men were usually responsible for the physically demanding tasks. Women usually took care of food and household chores. Children helped by gathering or collecting things.

1.

- planting crops
- cooking food

2.

- gathering food
- feeding farm animals

3.

- ploughing fields
- chopping wood



Changing the Environment

The new people who came to Canada had a significant impact on the land and the people already living there.

A. Read the passage. Then fill in the blanks.

The Europeans learned that the First Nations peoples not only provided fresh food for trading, but they also had valuable fur. As the Europeans wanted to sell fur in Europe, they set up trading posts along the St. Lawrence River to trade with the First Nations peoples. They also cleared land to build homes and farms. As a result, many animals lost their habitats.

With more and more trading posts being set up, the First Nations peoples were forced to move elsewhere to settle and find food. They could no longer live near rivers where fish and other resources were abundant. Their way of life changed because hunting was no longer just for food, but it was also for fur to trade with the Europeans in exchange for goods such as pots, cloth, and metal tools. As fur became harder to find in some areas, conflicts broke out among various First Nations groups who were all scrambling for hunting grounds.

Trading Post



Impacts of the Europeans



- set up _____ posts to trade goods
- cleared _____ for their homes and _____

Lifestyle



- _____ out of their land because of growing European settlements
- had to find new areas to _____ animals for food and fur due to overhunting

Conflict

- fought for _____ grounds
- had to hunt for more _____ to trade

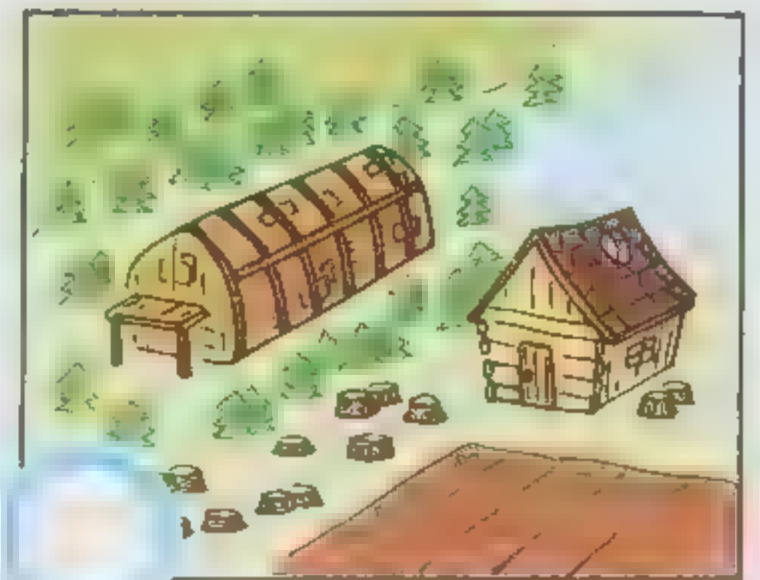
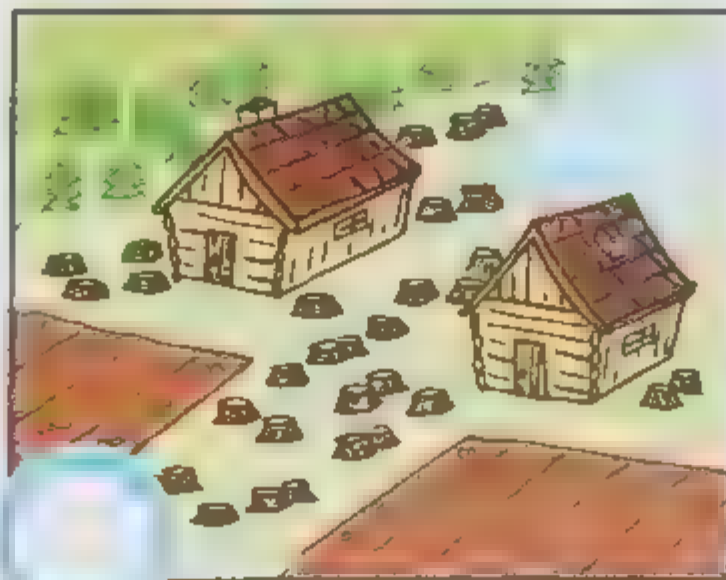
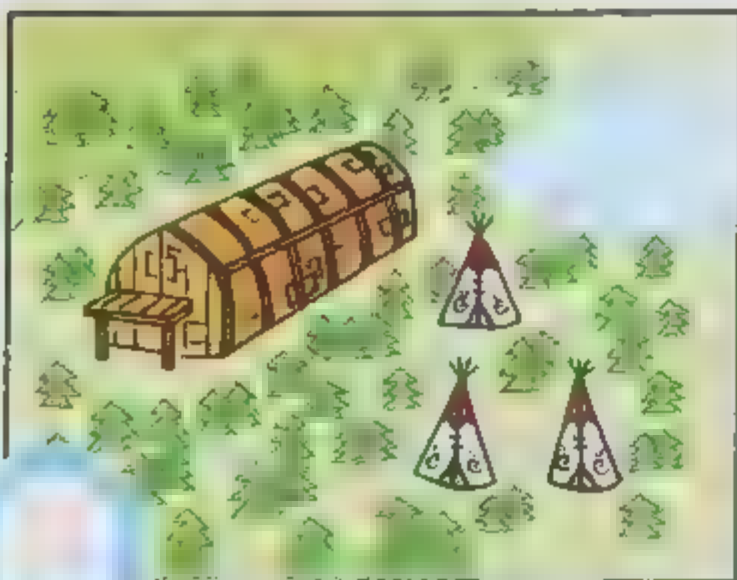
Natural Environment



- lands were _____ to build new settlements
- _____ populations dropped due to hunting and destroyed habitats



B. Put the pictures in order from 1 to 3 to show how a new European settlement affected First Nations communities.





Hardships

Life became complicated when the Europeans came to Canada. Both the First Nations peoples and the Europeans faced hardships. They faced diseases, shortage of resources, and conflicts.

A. Read the paragraph. Then complete the diagram.

Europeans travelled to Canada by ship. While travelling, many of them caught scurvy, a disease caused by not eating enough fruits and vegetables. The First Nations peoples gave the Europeans their cure for scurvy, which was a tea they made with crushed cedar and spruce needles. Unfortunately, the First Nations peoples themselves caught diseases such as small pox, measles, and diphtheria from the Europeans. Many First Nations peoples died because they did not have any cures for these new diseases.

showed the Europeans
their cure for
1. _____

the First Nations



caught new diseases from
the Europeans and many
First Nations peoples
4. _____

suffered from scurvy because
of the lack of fruits and
2. _____ in their diet



the Europeans

brought 3. _____
such as small pox and measles
to the First Nations peoples

B. Fill in the blanks to complete the paragraph. Then answer the questions.

animals fur metal overhunting

Trading soon began between the First Nations peoples and the Europeans. The Europeans traded clothing and 1. _____ goods such as pots and knives, and the First Nations peoples traded 2. _____. Trading fur quickly led to 3. _____ and soon, animals began to disappear. This had a significant impact on the First Nations peoples because they needed 4. _____ for food, clothing, and tools.



5. How did the decreasing animal populations affect the First Nations peoples?

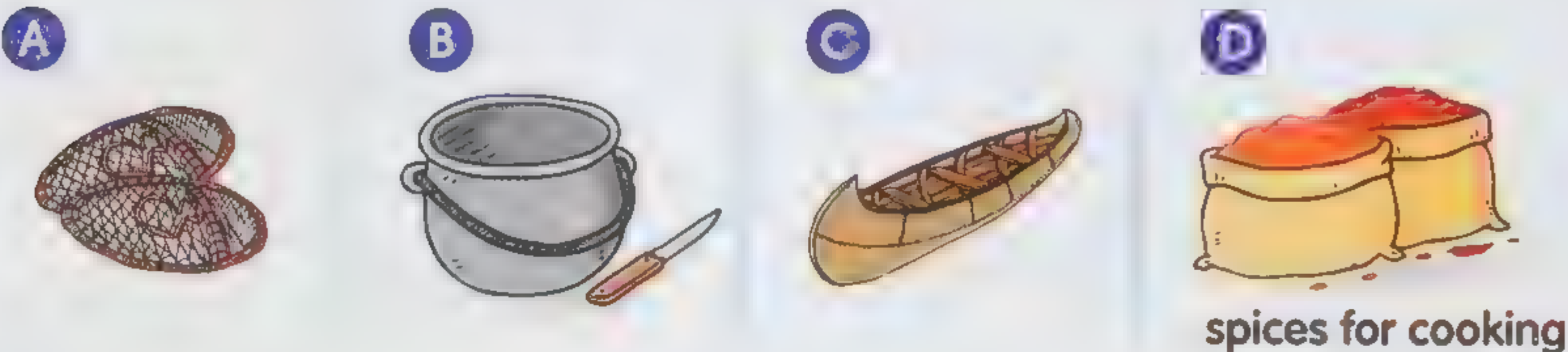
6. The areas where the First Nations peoples could hunt were reduced. Why do you think this caused conflicts among the different First Nations tribes?



Getting along Together

People from different cultures lived together in early Canada. Sometimes they helped one another, but other times, they did not get along.

A. Write the letters to show what each group shared with the other.



- E** new ways of planting and harvesting
- F** hunting and trapping methods
- G** travel routes in Canada
- H** natural medicine
- I** education
- J** religion



B. Fill in the blanks to complete the letter. Then answer the questions.

*In early Canada, not everybody got along with one another. The **Black Loyalists**, for example, had a hard time living amongst the other settlers. The Black Loyalists were slaves who fought for Britain during the American Revolution. In return, they were promised land and freedom. After the war, many of them went to Nova Scotia.*

equal **lower** **poor** **land**
last **Sierra Leone** (a place in Africa)



Dear John,

It is hard starting a new life in this place. First, I had to wait over a year to receive the 1. _____ I was promised. And when I finally received it, the land was in 2. _____ condition; it was dry, rocky, and infertile.

The other settlers are not welcoming. They do not treat me as an 3. _____. I am the 4. _____ to receive food and supplies. And my wages are much 5. _____ than theirs.

Life is not easy here. I am going on a boat that will take me to 6. _____. Perhaps life will be better there.

Richard

7. Write two examples of how the Black Loyalists were treated unfairly.



Mapping Ontario

A map can show us a lot about the land that it represents. A map of Ontario gives information about its different regions.

A. Look at the map of North America. Answer the questions.

- Trace to show the boundaries of Canada's provinces and territories.

- Match the following with the labelling styles.

cities oceans
countries provinces
capital cities



- _____ : largest, black capital letters in bold
- _____ : large blue capital letters
- _____ / territories: medium-sized black capital letters in bold
- _____ : red dots
- _____ : black dots

3. Why are there different styles of letters on maps?

4. Rewrite each name using the correct style of letters.

China

Nova Scotia

Indian Ocean

Northwest Territories

Barrie (a city in Ontario)

B. Look at the map of Ontario. Then answer the questions.

1. Name the cities and draw the symbols used to indicate them.

The capital city of Canada

_____ ;

The capital city of Ontario

_____ ;

A city in Ontario

_____ ;



2. Lake Superior is northwest of Lake Huron. Use the correct style of letters to label it on the map.

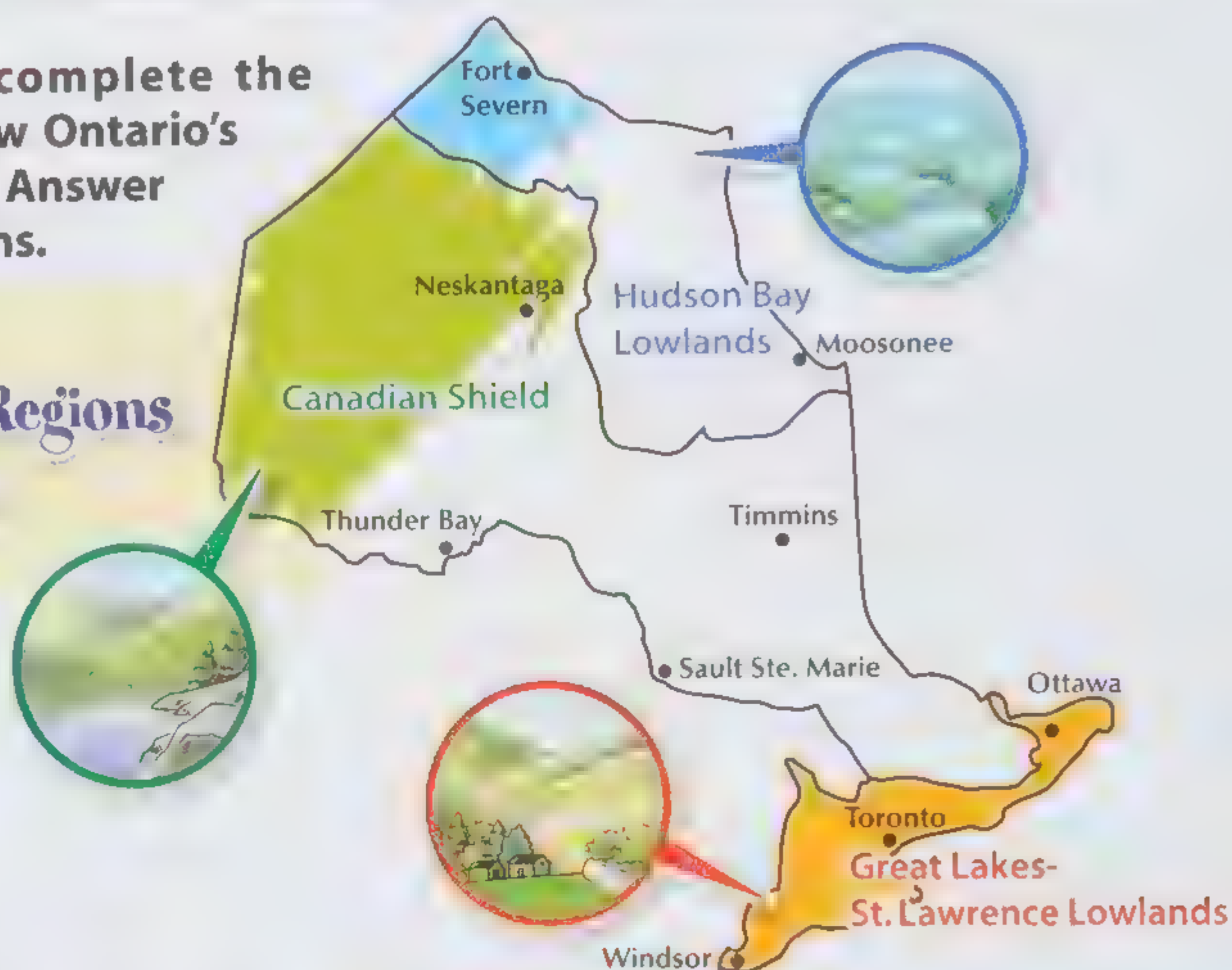


Ontario's Landforms

Ontario has different landforms, each with its special characteristics and unique physical features that favour different human activities.

- A. Colour to complete the map to show Ontario's landforms. Answer the questions.

Landform Regions of Ontario



1. How many landforms are there?

2. Which region is
a. the largest?

- b. the smallest?

3. Name a city that is located in each region.

Hudson Bay Lowlands:

Canadian Shield:

Great Lakes-St. Lawrence Lowlands:

B. Read about the characteristics of the landforms. Fill in the blanks.

Landforms in Ontario

Canadian Shield marshes mining
minerals fishing fertile plains
agriculture bedrock polar bears

Hudson Bay Lowlands

- many lakes, rivers, and 1. _____
- animals: caribou and 2. _____
- human activities: hunting and 3. _____



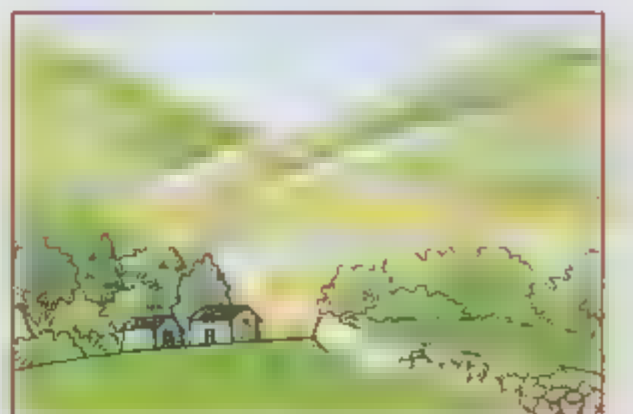
4. _____

- ancient 5. _____ and forests
- lots of 6. _____ like gold and silver
- animals: black bears, lynx, and moose
- human activities: 7. _____ and logging



Great Lakes-St. Lawrence Lowlands

- many hills and flat 8. _____
- 9. _____ soil
- animals: raccoons, deer, and beavers
- human activities: 10. _____ and manufacturing





Where People Live

People are drawn to live in different areas of Ontario. Some people live in Northern Ontario and some live in Southern Ontario. Each region has its own unique features.

Look at the map. Answer the questions.

Most Populated Cities, Reserves, and Land Use in Ontario in 2011

Northern Ontario

- Hunting
- Forestry
- Farming
- Manufacturing
- Cities
- Reserves

Southern Ontario

- Vaughan (288 301)
- Brampton (523 911)
- Kitchener (219 153)
- Windsor (210 891)
- Markham (301 709)
- Ottawa (883 391)
- Toronto (2 615 060)
- Mississauga (713 443)
- Hamilton (519 949)
- London (366 151)

1. The three most populated cities in Ontario and their populations:

Population:

Population:

Population:

2. Write about the land use. Then fill in the blanks with the given words.

populated natural wilderness winter

Northern Ontario

Land use:

Features:

remote _____

more _____ resources

Southern Ontario

Land use:

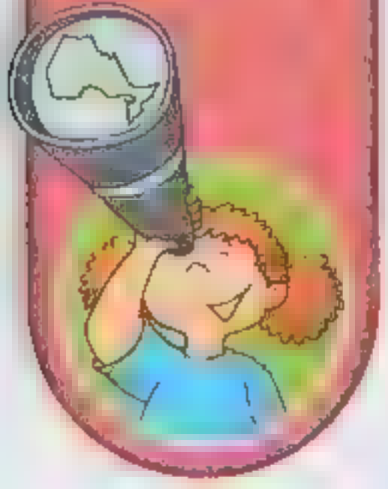
Features:

densely _____

relatively shorter and warmer

3. Where are the most populated cities located? Do you know why?

4. Where are the reserves located? Do you know why?

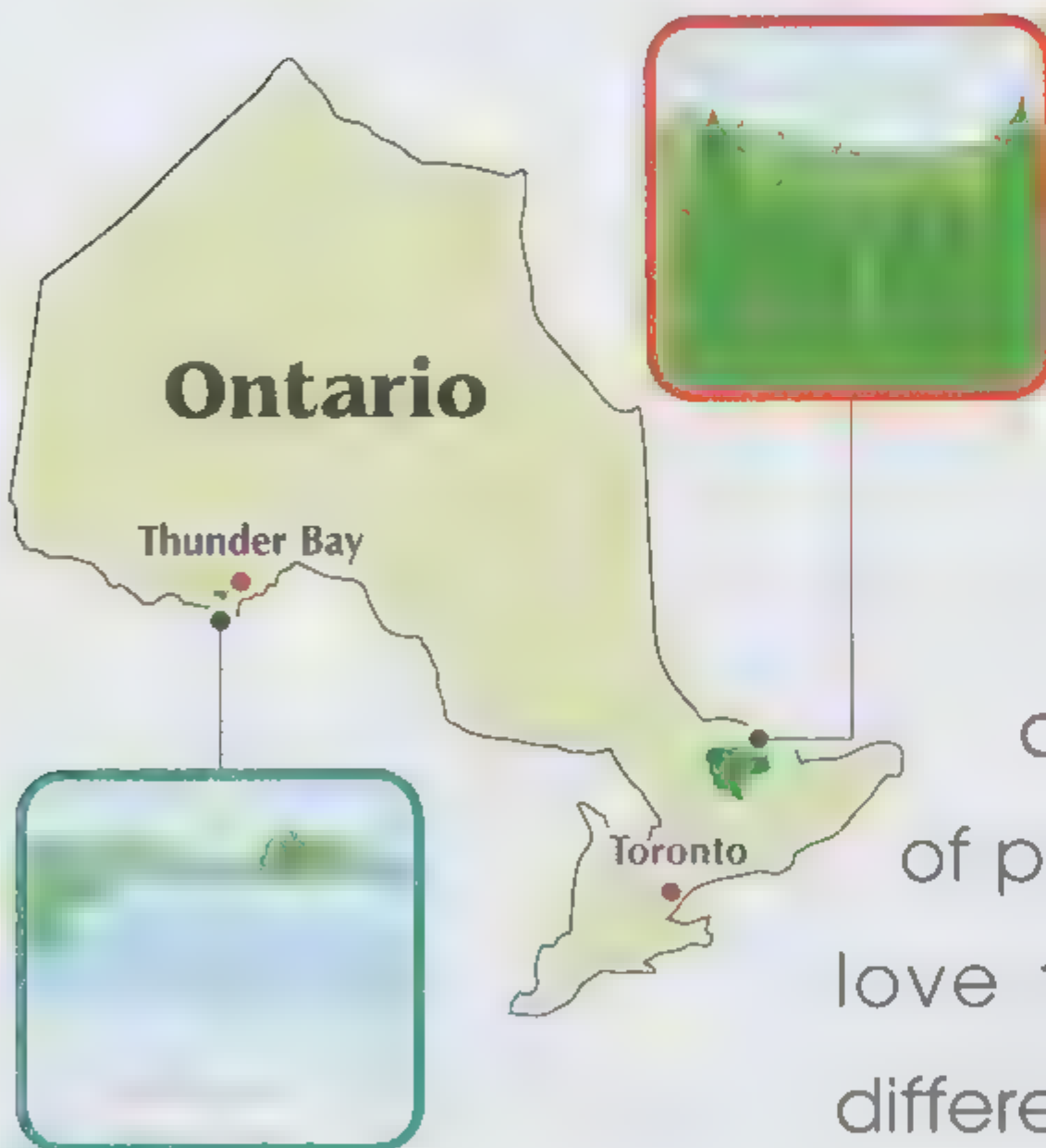


Enjoying Ontario Today

Ontario is a big and beautiful province with many valuable features. There are many things people can do on this land.

A. Look at the beautiful parks in Ontario. Fill in the blanks to complete the descriptions.

Toronto skiing variety Thunder Bay hiking recreational



Algonquin Provincial Park

Algonquin Provincial Park is located northeast of 1. _____. It is a beautiful area of forests, hills, and lakes, and has a great 2. _____ of plant and animal species. People love this natural setting and enjoy different 3. _____ activities such as camping, hiking, and horseback riding.

Kakabeka Falls Provincial Park

Kakabeka Falls Provincial Park is southwest of the city of 4. _____. It has the second highest waterfall in Ontario. The waterfall is steep and powerful. People enjoy 5. _____ in summer and cross-country 6. _____ in winter there.

B. Ontario is a great place that supports different activities. Fill in the blanks and match the activities with the places in Ontario.

Activities in Ontario

- A** transporting goods by ship
- B** growing crops and raising cattle
- C** growing grapes
- D** downhill skiing
- E** snowmobiling

Places in Ontario

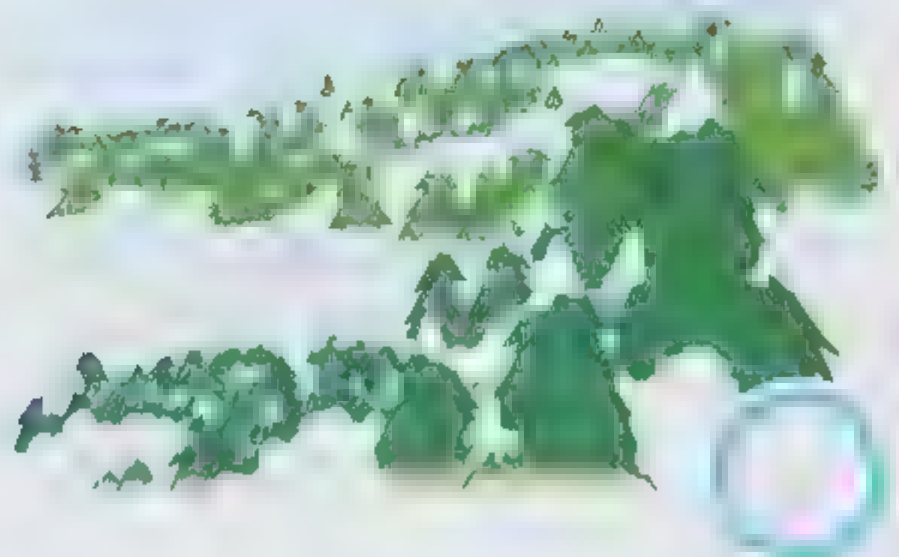
Blue Mountain North Ontario forests
Niagara vineyards Thunder Bay Port
Lake Ontario

1.

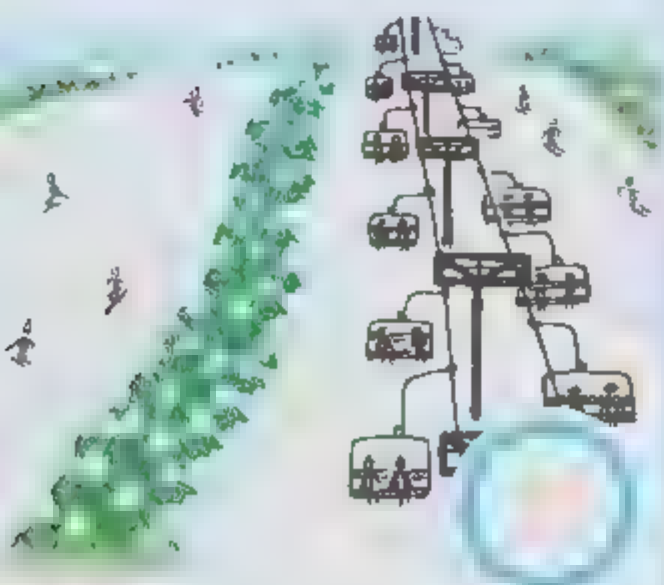


farmland
near _____

2.



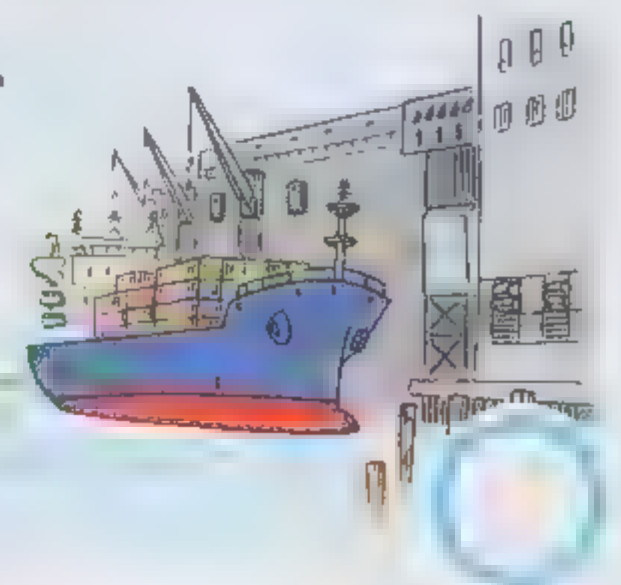
3.



4.



5.





Working in Ontario Today

Different areas in Ontario offer different kinds of jobs. People have many choices of work in Ontario.

A. Read what the people say about their jobs. Name their jobs. Then match them with the correct places in Ontario.

chef tour guide factory worker

1.



I take tourists close to the Falls. They like to see the beautiful nature this place has to offer.

_____ ;

2.



I work at a paper mill. We get wood from the many forests in our area.

_____ ;

3.



I work in a restaurant. My city is diverse and people can try many different cuisines.

_____ ;

Places in Ontario

A



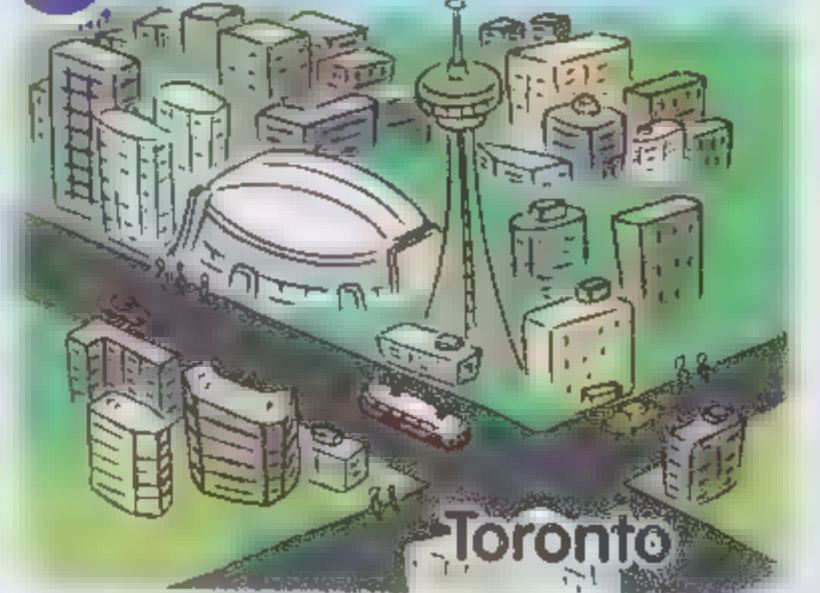
Dryden

B



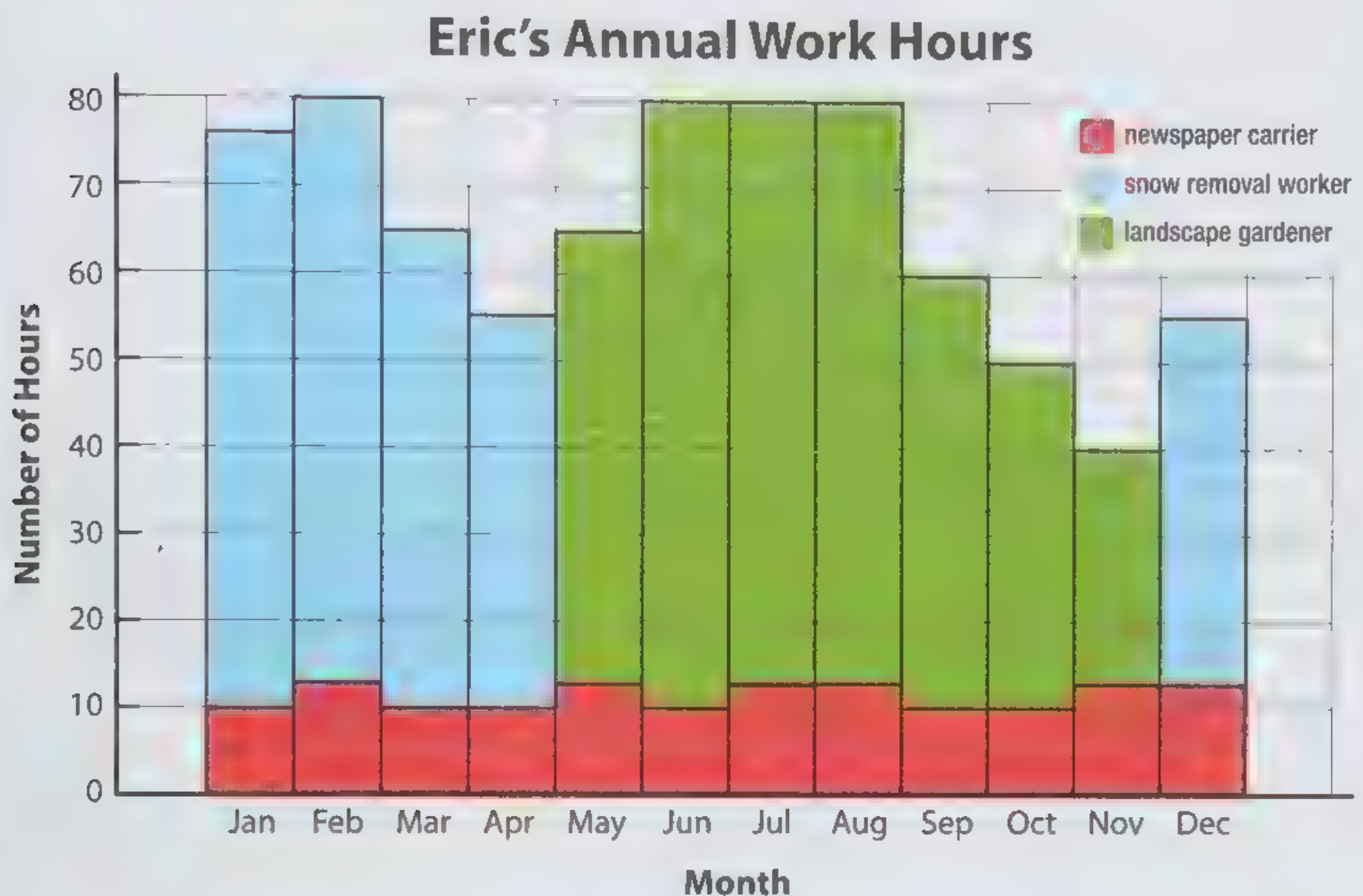
Niagara Falls

C



Toronto

- B. Look at the graph of Eric's work hours for his three different jobs throughout the year. Then answer the questions.



- How many months of the year did Eric work as
 - a newspaper carrier?
_____ months
 - a snow removal worker?
_____ months
 - a landscape gardener?
_____ months
- Which of Eric's jobs are dependent on the seasons?

- Think of a job that can only be done in
 - summer _____
 - winter _____



Ontario's Valuable Land

People depend on Ontario's land for many reasons. It is used for housing, farming, commerce, industry, transportation, and recreation.

A. Fill in the blanks. Then draw lines to match the different types of land use in Ontario with the pictures.

commercial agricultural residential
recreational transportation

Land Use

1. _____ farming

2. _____ business

3. _____ sports and leisure

4. _____ travel

5. _____ housing

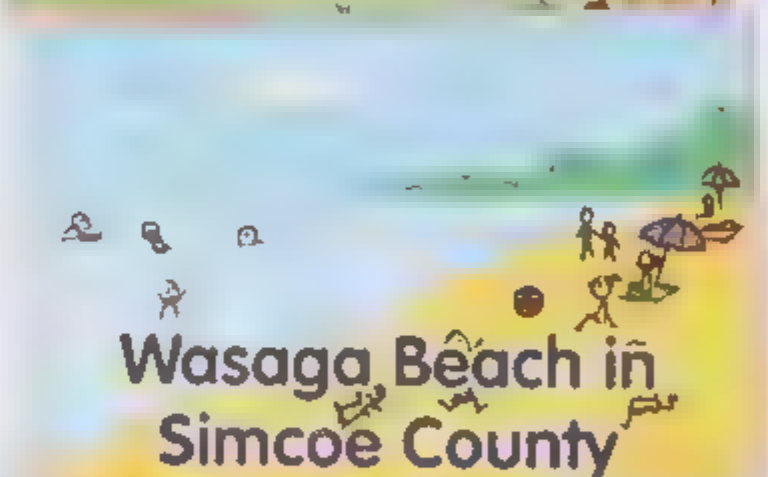
•

•

•

•

•



B. Colour the Oak Ridges Moraine green. Then fill in the blanks to complete what Sarah Winterton says about Ontario's Greenbelt.

People make good use of the valuable land in Ontario. They work together to protect its green spaces from development. Conservation areas are protected lands that provide natural habitats for plants and animals.



Sarah Winterton
Managing Director,
Environmental Defence Canada

water protect air green Ontarians

Ontario's Greenbelt* plays a vital role in protecting our 1. _____ spaces, wetlands, drinking 2. _____, and working farmland. Thanks to the new urban river valley designation, the Greenbelt can now permanently 3. _____ urban river valleys. This will enable the Greenbelt to grow and continue to clean our 4. _____ and water, and connect millions of 5. _____ to the jewel that is Ontario's Greenbelt.

**The Oak Ridges Moraine is a part of Ontario's Greenbelt.*



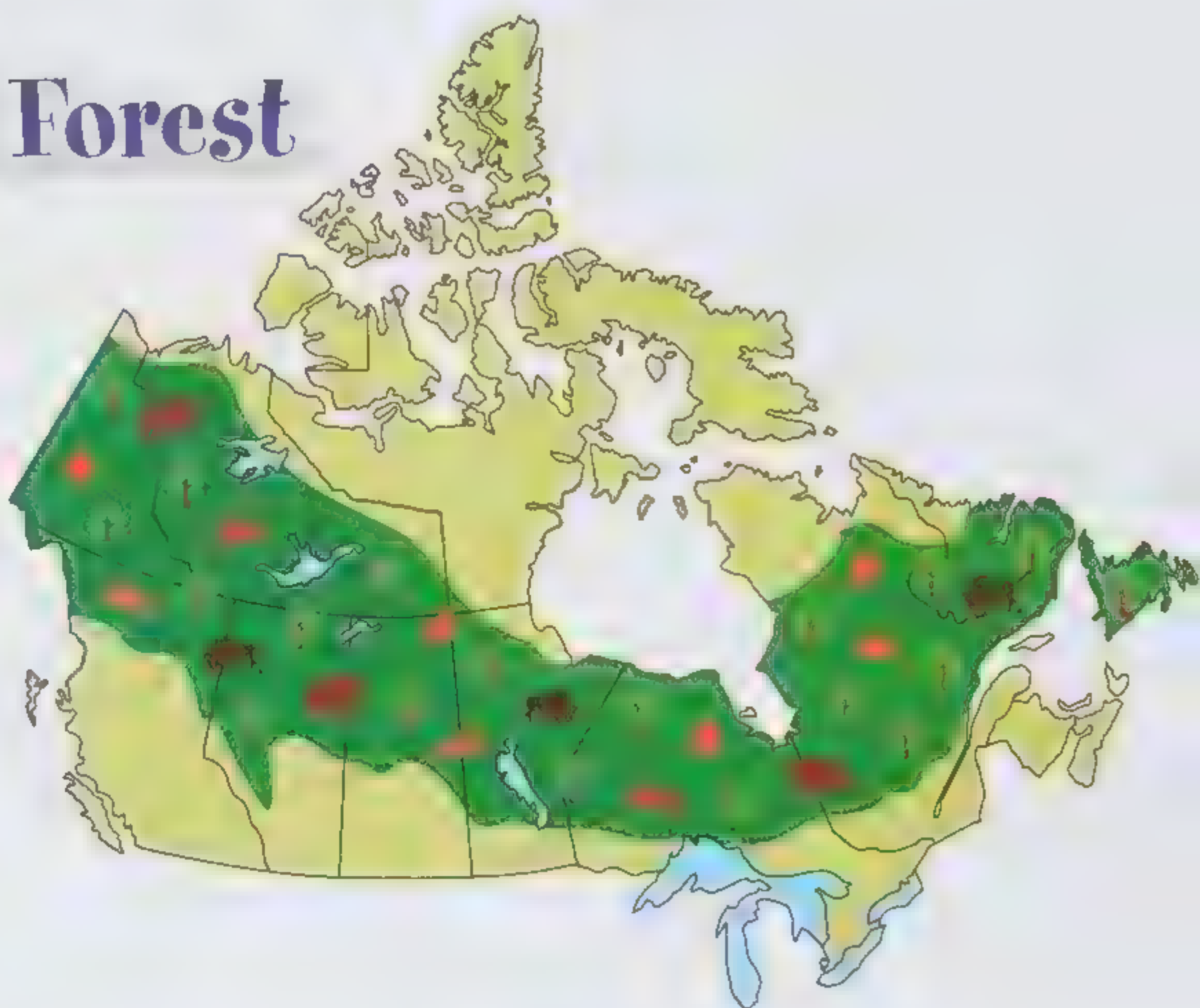
Using Our Land

The natural resources in Ontario are valuable. We must be responsible in the ways and amounts that we use them.

A. Read about the boreal forest. Then fill in the blanks.

The Boreal Forest

habitat
quarters
west
dominant
wood
recreational



The boreal forest is the 1. _____ forest region in Canada. It runs across Canada from 2. _____ to east and makes up more than three 3. _____ of the country's total forest area. The boreal forest plays the important role of providing a 4. _____ for different animal and plant species. It also provides resources for valuable 5. _____ products. The boreal forest offers many job opportunities and 6. _____ activities.

B. Read about deforestation. Then answer the questions.

Deforestation means clearing a section of a forest and using that area for things such as logging, building roads, growing crops, and raising cattle.



To reduce the damaging effects of deforestation, people either let the area regenerate on its own or plant seedlings if natural regeneration cannot occur.

1. What are the reasons for deforestation?

2. When deforestation takes place, how does it affect each of the following?

animals: _____

plants: _____

people: _____

3. What will happen if, one day, all forests are cleared?

4. What are people doing to lessen the effects of deforestation?



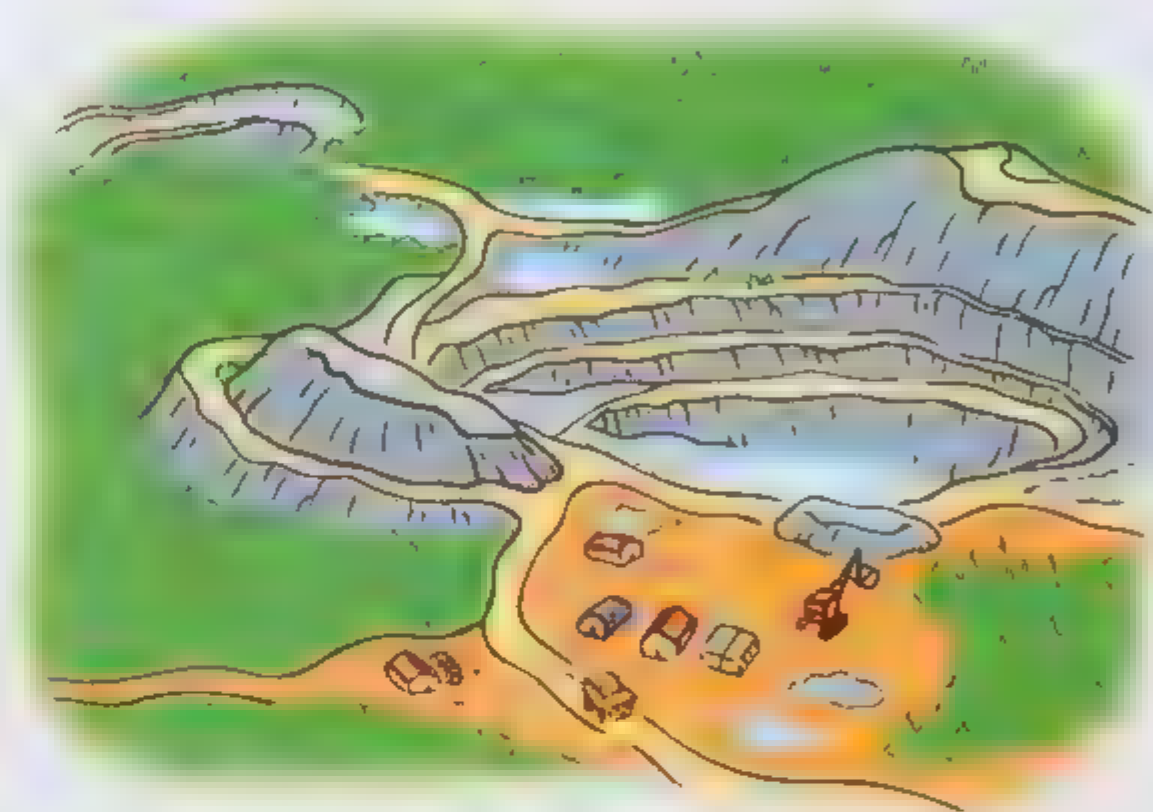
Using Our Resources

When we use Ontario's resources, we impact our environment. As residents of Ontario, we have the responsibility of keeping it clean and healthy.

Read about mining. Then answer the questions.

Mining in Ontario

Mining is an important industry in Ontario. People get many precious resources such as gold, copper, and nickel through mining. However, mining has negative impacts on the environment. Building new roads and power lines changes the landscape around the mining sites. Plants and wildlife lose their habitats when forests are cleared. Mining also produces lots of toxic chemicals that contaminate our water and soil.



Since mining causes so many environmental issues, our government has imposed different regulations to monitor all mining activities and ensure that the mining companies do not damage the surrounding environment too much. Mining companies are required to make plans for mine reclamation even before their mining sites begin to operate. They have to rehabilitate their mining sites afterwards by covering landfills with soil and restoring vegetation to the site. This action will bring the site back to life and may allow the land to be restored to its original state.

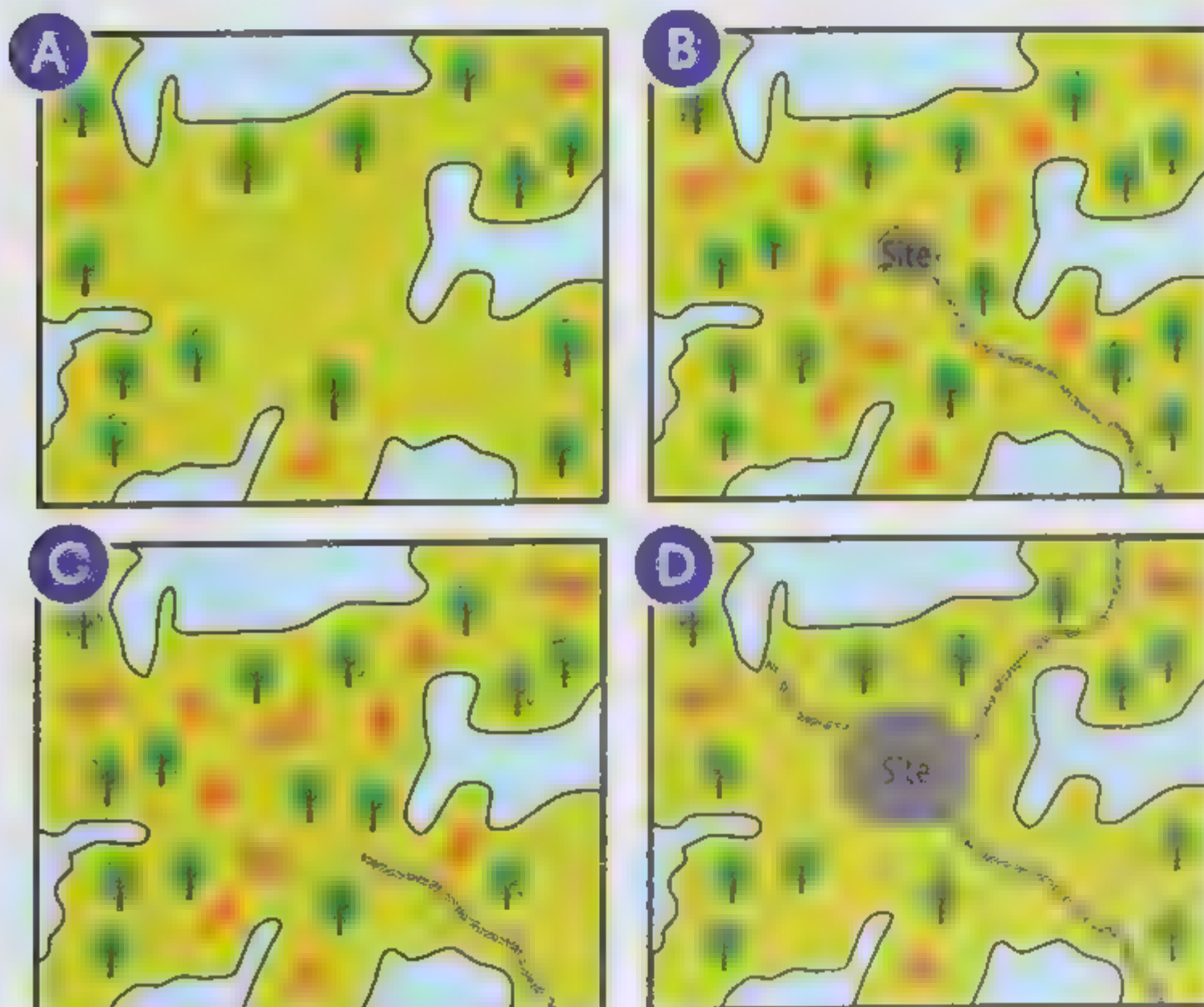
1. What do people get from mining?

2. What are the negative environmental impacts of mining?
on land: _____
on plants and wildlife: _____
on water and soil: _____
3. What do mining companies do to help bring a mining site back to life?

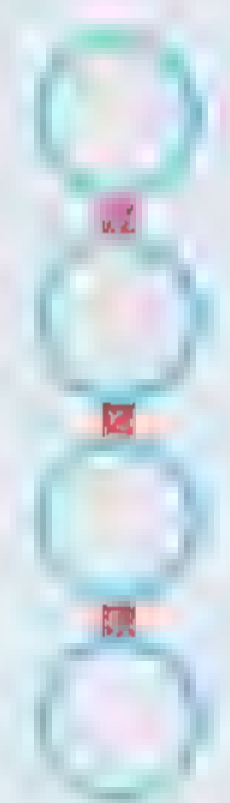
Step 1 _____

Step 2 _____

4. Put the pictures in order to show the change at a mining site.



From **Mining**
to **Rehabilitation**





Developing the Land

As our cities grow, land is further developed to meet the needs of people. This growth affects our environment, so people work hard to minimize the impact.

- A. Look at the map of the Greater Toronto Area. Trace the boundary of the City of Toronto. Then answer the questions.

Greater Toronto Area (GTA)



City of Toronto

between 2006 and 2011



population

2.5 million → 2.6 million



number of
households

0.98 million → 1.05 million



area

634 km² → 634 km²



total length of
bikeways

437 km → 529 km

*All the figures were rounded.

1. Name two neighbouring cities of the City of Toronto.

2. *Since all the cities on the map are already developed with homes and businesses, it is difficult for Toronto to expand into those cities. Do you think it is possible for Toronto to grow further to its south? Why?*



3. Write how the City of Toronto changed in the following areas between 2006 and 2011.

- population: _____
- no. of households: _____
- area: _____
- total length of bikeways: _____

4. What did the City of Toronto do to encourage people to ride bikes in order to reduce traffic congestion and air pollution?

B. Label the different means of transportation in the City of Toronto. Then answer the question.

1. airplane train bike car subway



2. Some people carpool to commute. Why do you think this is a good idea?



Local Governments

Ontario is divided into many municipalities. Municipalities can be cities, towns, townships, villages, counties, or reserves. The Ontario government and municipal (local) governments work together to deal with issues in Ontario.

A. Fill in the blanks to complete the names of the municipalities in Ontario. Then answer the questions.

1.

Municipalities in Ontario

Township	Town	City
County	Municipality	Village

2. Name two reserves in Ontario.

3. *Research your community. Which municipality do you live in?*



- B. Fill in the blanks to tell about the roles of the Ontario government and municipal governments. Then write which government is responsible for each service.

mayor province local police streets premier health

Provincial Government of Ontario

- takes care of the needs of the _____, such as education, _____, culture, natural resources, tourism, transportation, and First Nations relations
- the head of the government: p_____

The government responsible for:

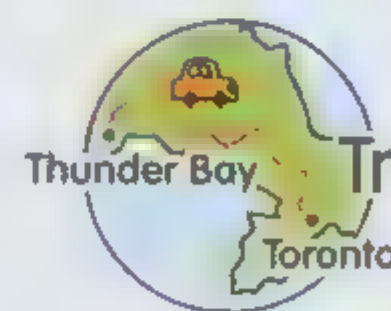


Education

_____ government



_____ government



Transportation

_____ government

Municipal Government

- handles _____ issues and needs, such as fire, ambulance, and _____ services, parks and recreation facilities, water supply, _____ and roads, public transportation, and municipal land use
- the head of the government: m_____

Reserves have band councils. A band council represents a First Nations group and is chaired by a chief. Bands can be grouped together into larger regional groups called tribal councils and these councils govern their own reserves.





Municipal Lands

Towns and cities have different types of land use. Land use depends on the needs of the community.






- A. Read the passage. Label the two municipalities on the map. Then complete the chart and answer the questions.

The **Township of Pickle Lake** is northwest of Thunder Bay and is one of the most northerly communities in Ontario. Pickle Lake, with just over 400 residents, is a remote township that is accessible by Highway 599. It is surrounded by many lakes and forests. There are gold and copper mining sites in Pickle Lake. Some fun things to do in Pickle Lake are fishing and animal-watching, such as watching moose, caribou, and black bears.

The **City of Toronto** is the capital of Ontario and the most populous city in the province. It is located northwest of Lake Ontario. Toronto, with a population of over 2.5 million, has a huge commercial area with many businesses operating in the downtown area. The Toronto Transit Commission (TTC) serves as the main public transportation system, providing bus, streetcar, and subway services. There are also many highways and expressways running through the city. In Toronto, people enjoy various indoor and outdoor activities, such as indoor rock-climbing, biking, and hiking.



3.

Land Use	Pickle Lake (a little / a lot / none)	Toronto
 Residential		
 Commercial		
 Mining		
 Recreational		
 Transportation		

4.

How does population affect the types of land use in a community?



B. Different types of communities have different types of housing. Draw the suitable type of housing for each place.



City of Toronto

Township of
Pickle Lake



Municipal Jobs

Different types of communities offer different types of jobs. These jobs depend on the characteristics of each community.

A. Read the newspaper. Identify the different kinds of jobs. Then write the letters.

JOBS

A
Taxpayer Services Advisor

works for Canada Revenue Agency answering business enquiries on tax issues

B
ESL Teacher

teaches English to elementary school students

C
Park Warden

protects natural, cultural, and historical resources of the park

D
Mineral Resources Specialist

implements mineral development programs and resource management

E
City Planner

works closely with the city council to design and implement city plans

F
Mine Geologist

does underground mapping to identify the locations of minerals

Jobs in

Education: _____

Mining Industry: _____

Government: _____

Recreational Industry: _____

280 Complete Canadian Curriculum • Grade 3

B. Read (A) again. Then answer the questions.

1. Which jobs are dependent on natural resources?

2. In which place is each job offered? Why do you think so?

Job B

around **Pickle Lake / Toronto**

because _____



Job D

around **Pickle Lake / Toronto** because _____

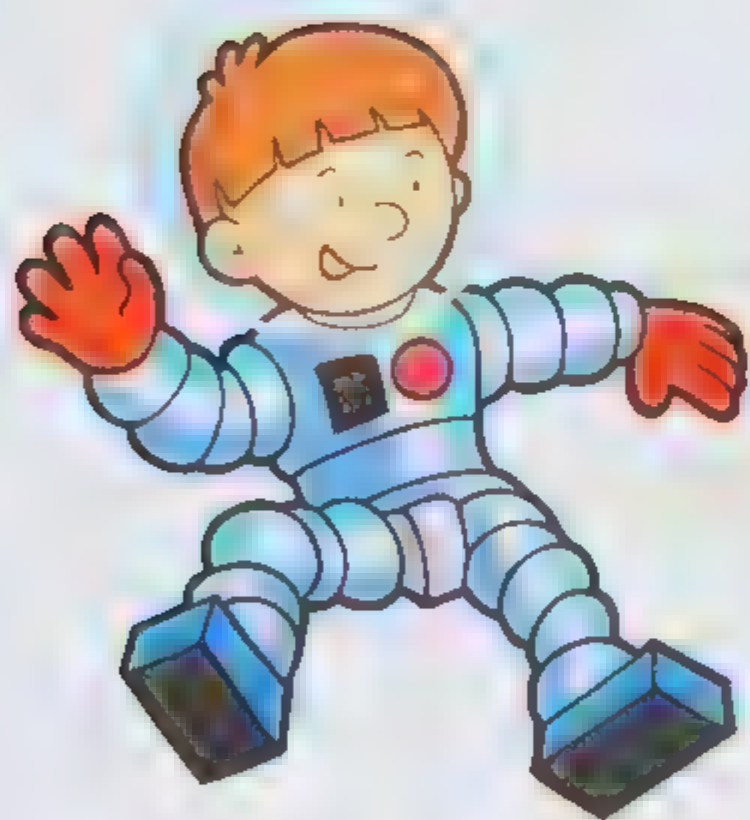
C. Look at the map in (B) again. Then suggest three places for each person.



I want to be a financial advisor. Where can I go for this type of job?

I love the wilderness. Where can I go for more job opportunities related to nature?





SCIENCE

Plants



- Different parts of a plant work together to make a healthy plant.
- Different kinds of plants have parts that do the same job, but they may not look alike.
- A tree can be described as broadleaf or coniferous.

A. Write the correct part of a plant on the line.



stem flower roots leaves

This is the 1. _____

It is sweet, not sour
Making seeds for new plants
Is the flower's power

These are the 2. _____

The greens that breathe
Food for the plant
Is what they achieve

This is the 3. _____

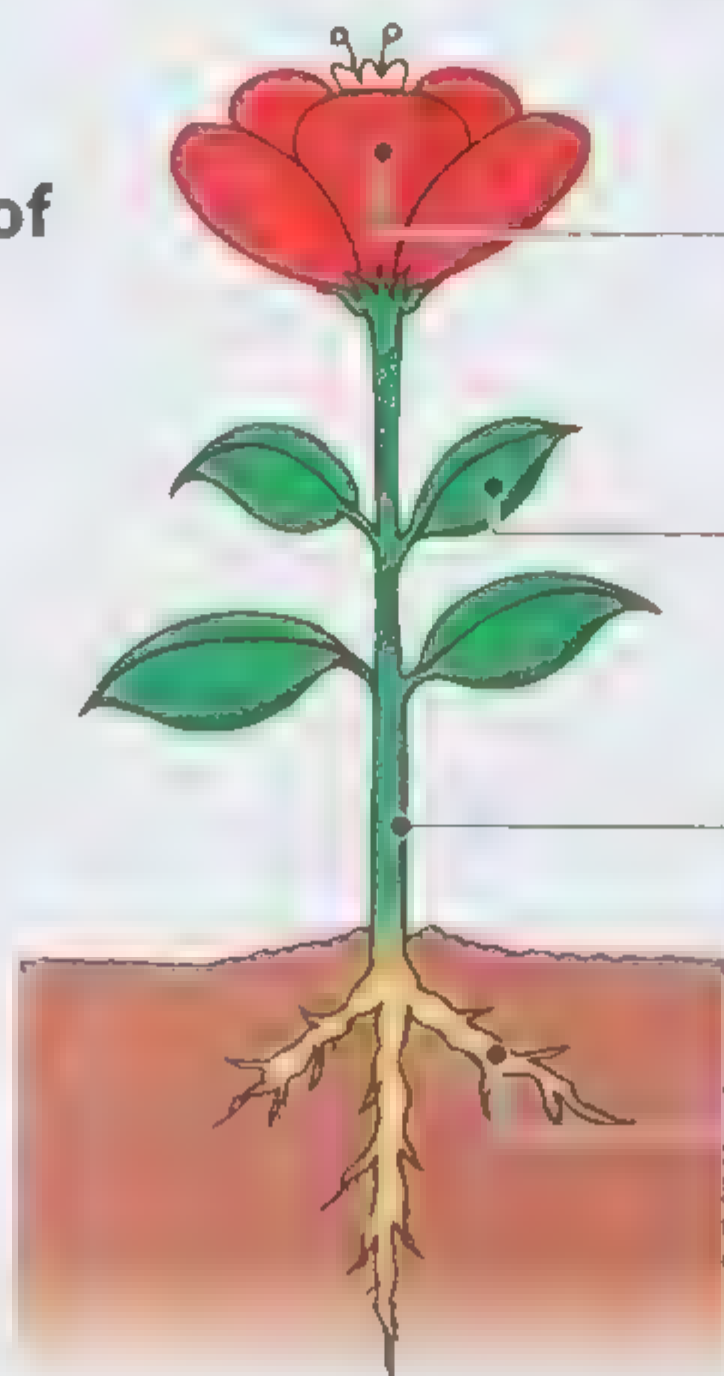
That's holding them
Food up and food down
From end to end

These are the 4. _____

Like spongy boots
They take water and food
To send up to the shoots

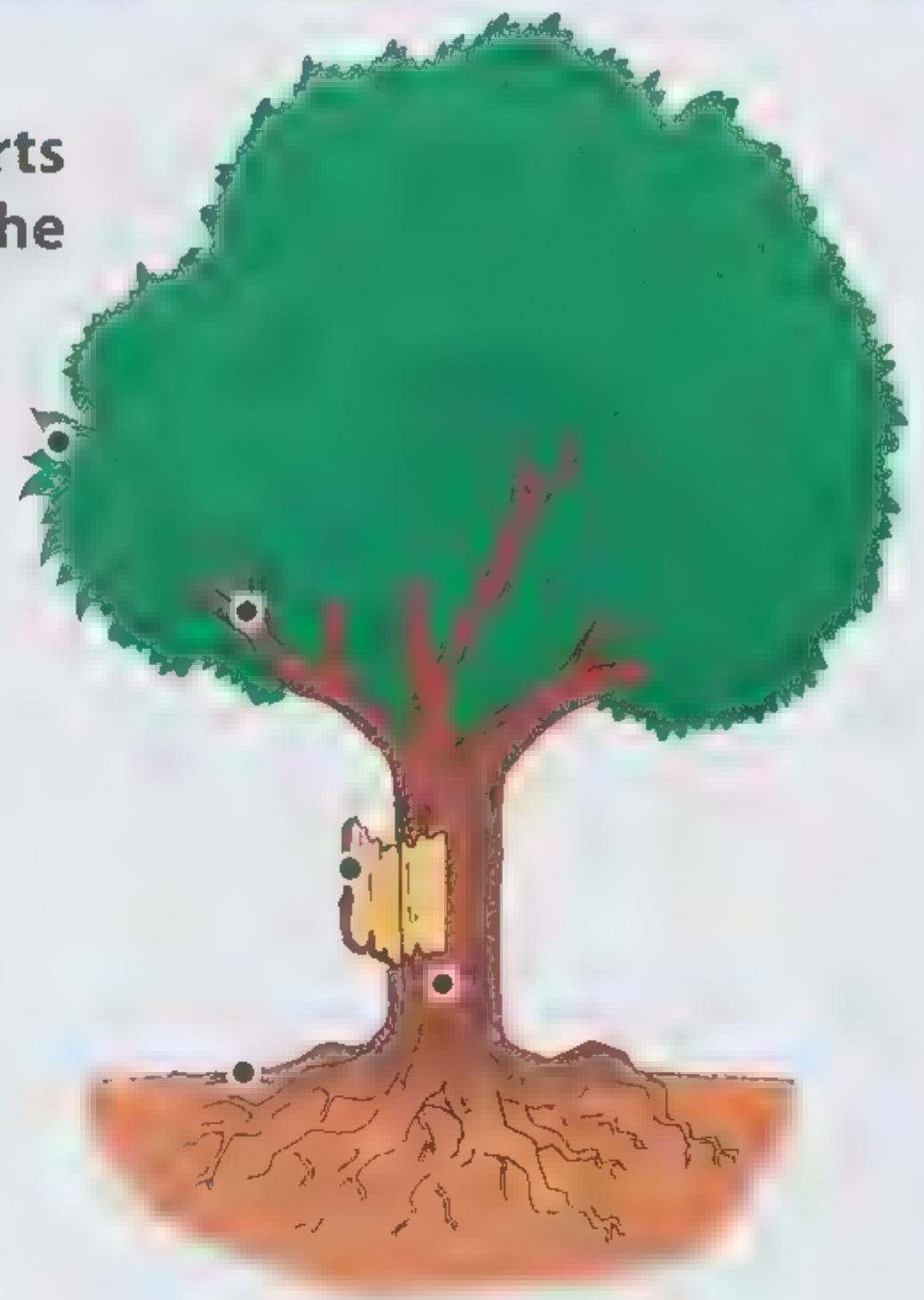
B. Label the parts of the plant.

stem
leaf
root
flower



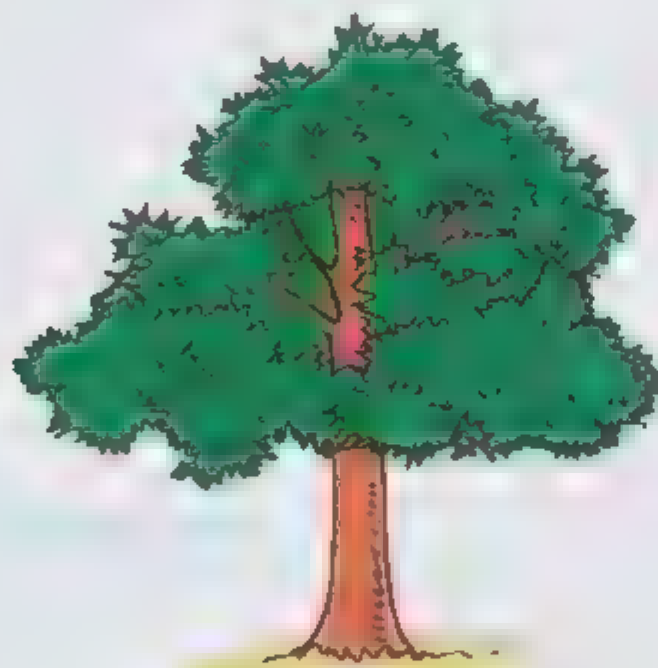
C. Unscramble the words to name the parts of a tree. Then draw lines to match the names with the parts.

1. arbk b_____ •
2. nuktr t_____ •
3. veales l_____ •
4. troos r_____ •
5. abrchnse b_____ •



D. Match each description with the correct type of tree. Write the letter.

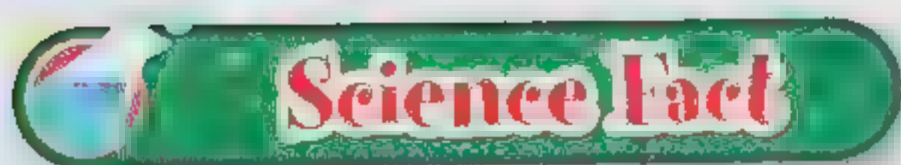
Broadleaf Tree



Coniferous Tree



- A** most have leaves that change colour in the fall
- B** often have needle-shaped leaves
- C** deciduous trees belong to this group
- D** most are evergreen
- E** seeds found in cones
- F** have wide, flat leaves



Trees are the largest kind of plant. While some trees will never be as tall as you, there are others that are taller than a 15-storey building!



Leaves and Flowers

- Although leaves have different shapes and sizes, they do the same job.
- Each part of a flower has a different job to do.

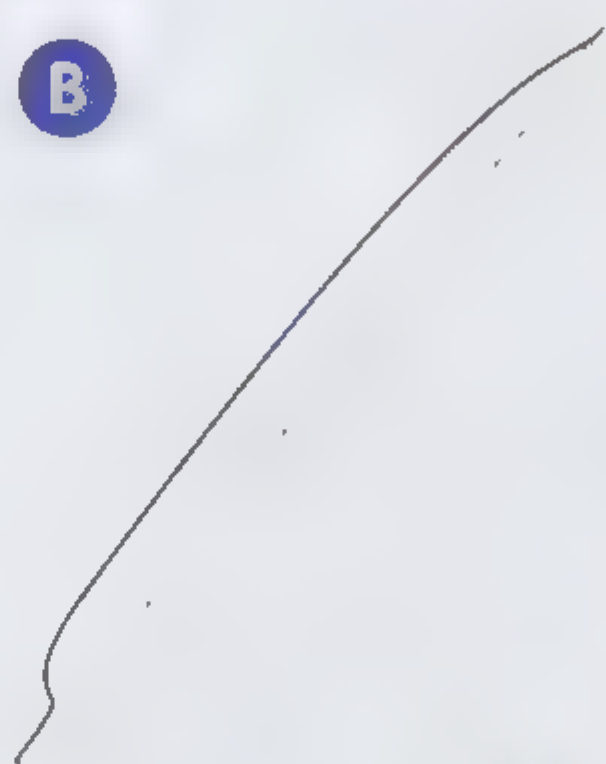


A. Draw the other half of each leaf. Then match the leaf with the name of the plant. Write the letter.

A



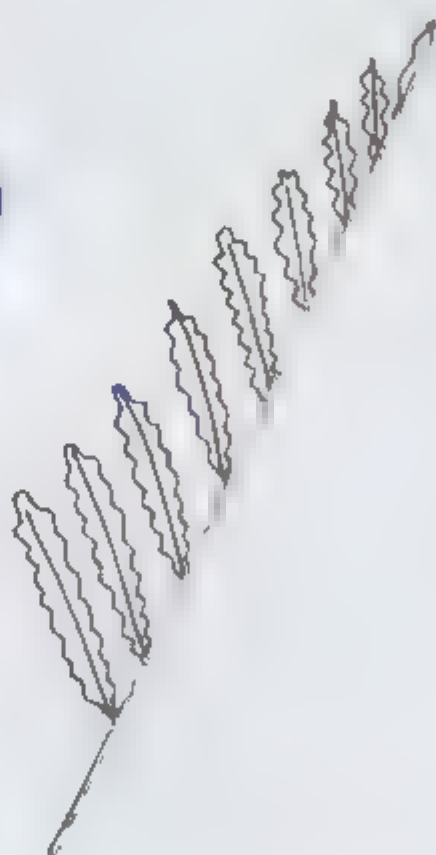
B



C



D



Fern

Maple

Grass

Oak

B. Match the descriptions with the plants above. Write the names of the plants on the lines.

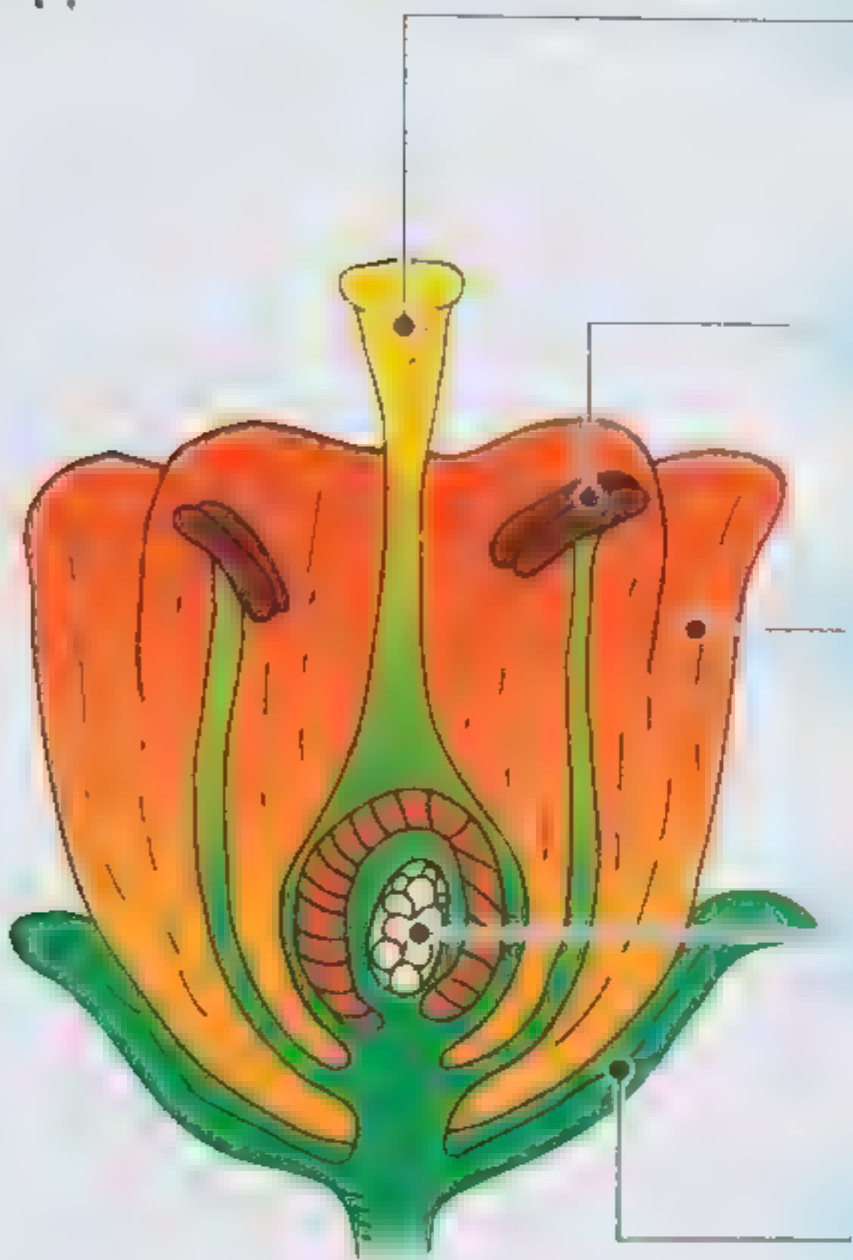
- These long and narrow leaves grow outward all season.
- The leaves of this plant unfold from a coiled position when they first appear.

C. Use the flower clues and the given words to complete the names of the parts of the flower. Then answer the questions.



sepal pistil petal stamen ovary

1.



___i___

- Pollen reaches the ovary through this stalk.

s___n

- This is the pollen-producing part.

___t___

- Like a colourful leaf, this protects the flower and attracts pollinators.

___v___

- Seeds form here if pollination occurs.

___e___

- Now at the flower's base, it covered the flower when it was just a bud.

2.



Which part of the flower is at the base of the pistil and is a place for seed development?

3.



Which part of the flower is usually green and protects the bud?

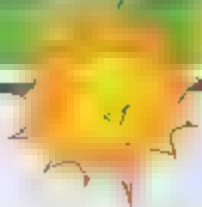


Science Fact

Some plants have special leaves that are not flowers but look like them. The true flowers of the dogwood tree and poinsettia are barely visible inside their colourful imposters.



poinsettia



The Needs of Plants

- Plants need air, light, and water to live and be healthy.
- Plants have adapted ways of getting what they need from their environment.



A. The children are talking about what plants need. Unscramble the letters to find the answers.

1.



It goes in and out of the plant through special parts of the leaf. Without it, leaves cannot use light to make food. What is it?

r i a

2.



It enters plants through their roots in the ground. It helps take nutrients to all parts of the plant. What is it?

a w t r e

3.



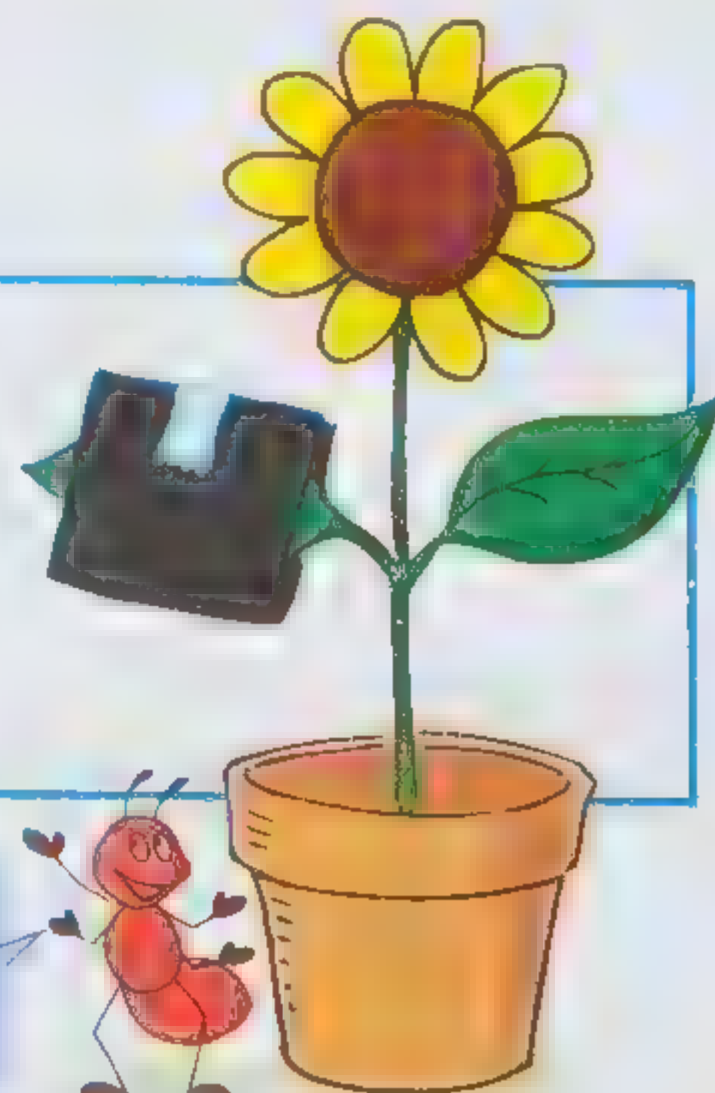
It comes from the sun. Leaves use it to make food. What is it?

t g h l i

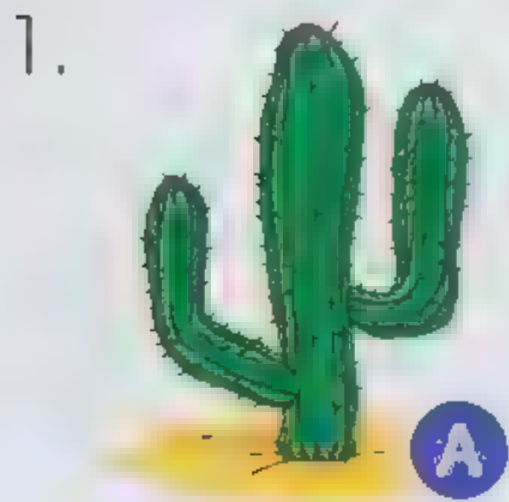
Experiment

Completely cover a plant leaf by folding a piece of black construction paper over it. Attach a piece of tape to keep it closed. After a few days look underneath the paper.

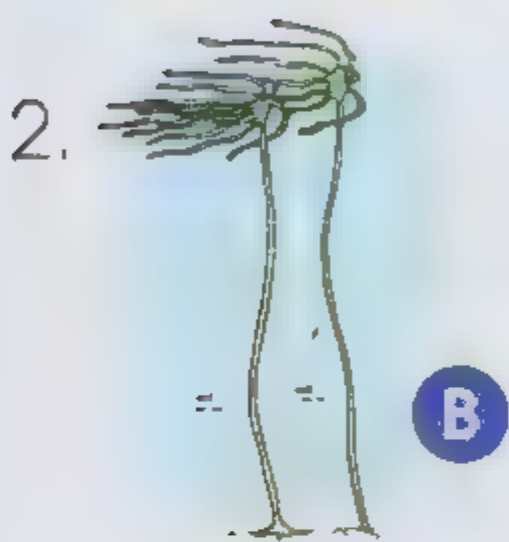
What does the leaf look like? Of the three things a plant needs, what could not reach that part of the leaf?



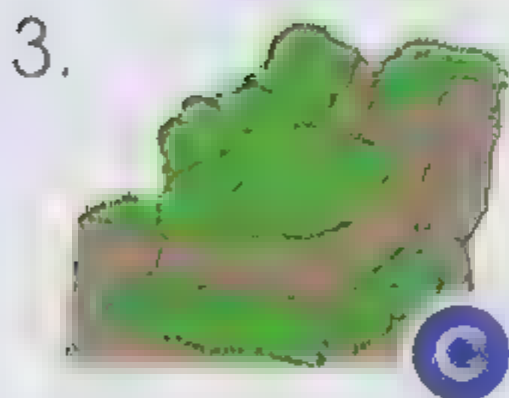
B. Write the correct words to complete the sentences. Then show where each plant belongs. Write the letter.



Cacti have thin _____ that retain water, and _____ stems that store water. Because of this, they do not need a regular source of water.



Bull kelp has an air-filled bulb that will _____ on the ocean's surface. This is how the leaves get _____.



These plants grow in clumps close to the _____. They protect themselves from cold and wind this way.



The trillium grows, flowers, and dies within the first few weeks of spring before emerging tree _____ completely shade the forest floor.

alpine

desert

water

woodland

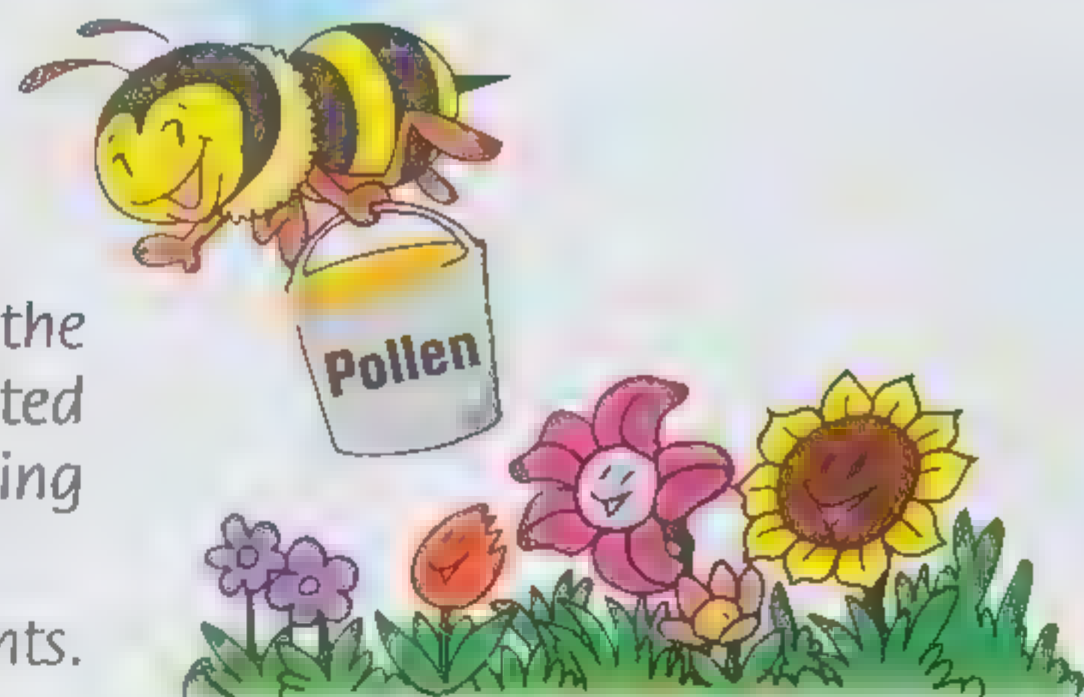


Plants can "move". The leaves of a houseplant move to face a window, and sunflowers follow the daily movement of the sun.



Plants: Pollination

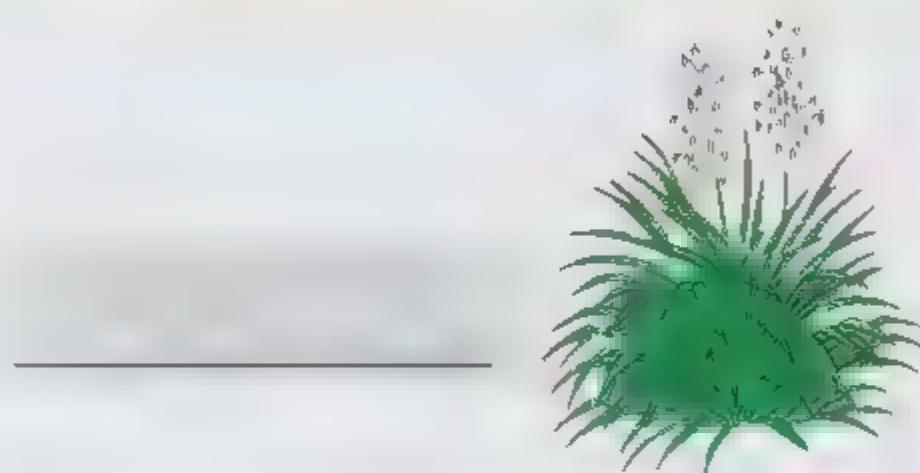
- When the pollen from one plant's stamen reaches the pistil of another, pollination occurs. The pollinated plant can now produce seeds capable of growing into new plants.
- Animals and wind are the pollinators of some plants.



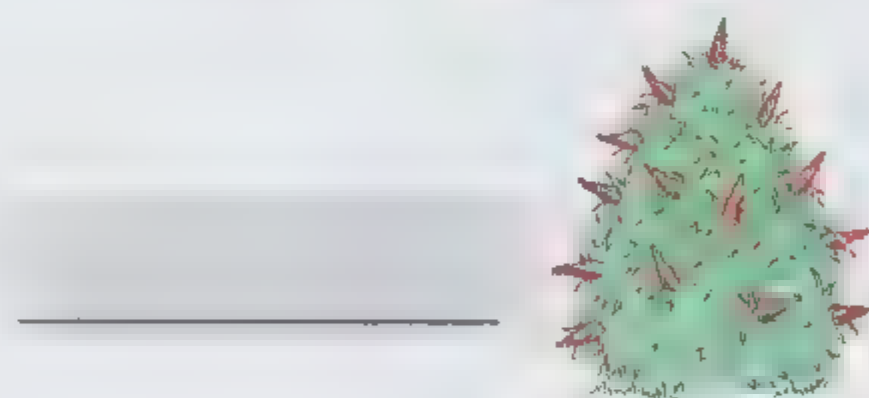
A. Find the most likely pollinator for each plant. Write the answer on the line.

hummingbird wind
moth bee butterfly

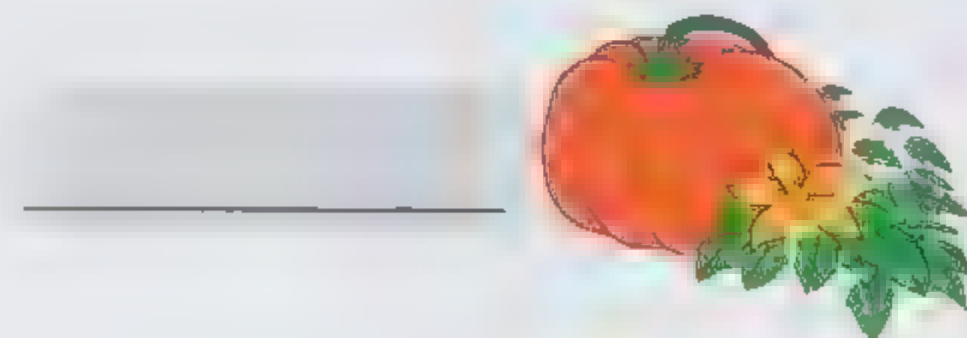
1. Because this pollinator works in the evening, easily seen white flowers are a favourite.



2. This pollinator likes to land on the bright flower clusters of this plant.



3. This pollinator is attracted to bright pumpkin flowers which are yellow like itself.



4. The silk of the corn plant is slightly sticky at pollination time. It makes it easier to "catch" the pollen.



5. The fuchsia's pollinator must reach the nectar through the long, narrow blossom.



B. Fill in the blanks with the given words.
Then find the examples of flowers for
each kind of pollination.

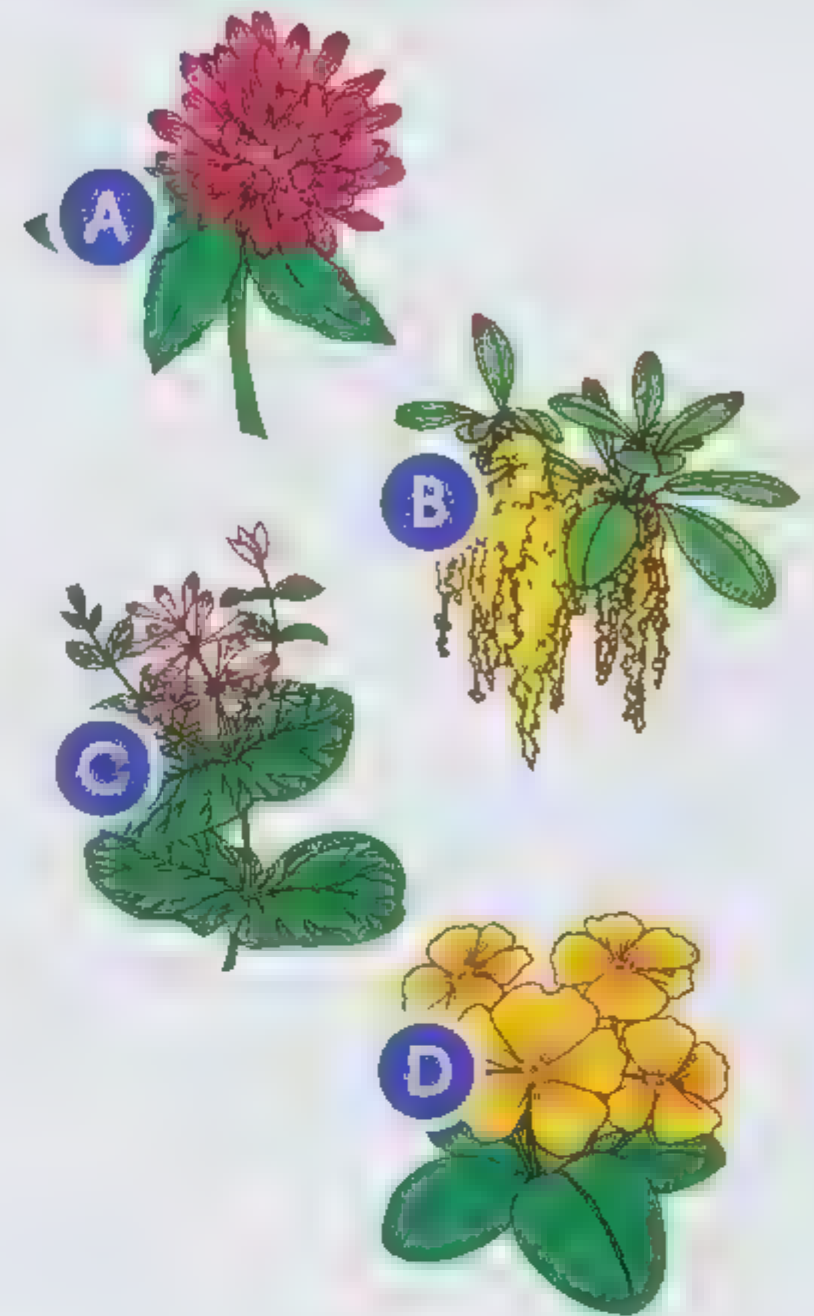
animals wind
small colours

Animal pollination:

- The flowers pollinated by _____
always have bright _____, strong
scents, and sweet nectar.
- Examples: _____

Wind pollination:

- The flowers pollinated by _____ are
always _____ and not colourful.
- Examples: _____



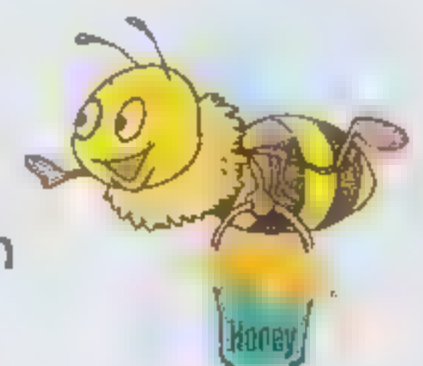
C. Find the correct word to match each description.

stamen pistil pollen scent nectar seed

1. _____ – tiny grains made by the stamen
2. _____ – the part of the flower that makes pollen
3. _____ – the part of the flower that receives pollen
4. _____ – what develops when pollination occurs
5. _____ – the smell that attracts animals to flowers
6. _____ – a rewarding drink for pollinating animals

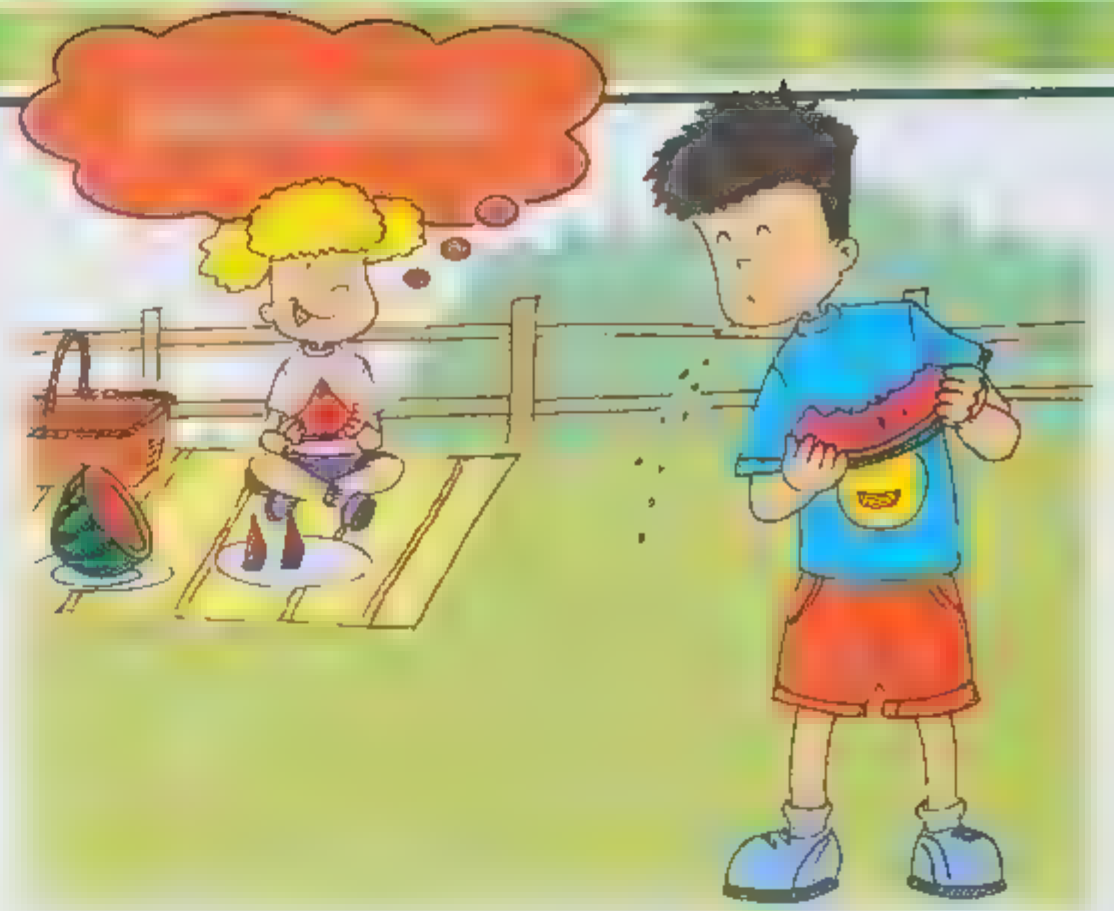


Pollination is not just good for flowers. Honey is made from
the nectar collected by honeybees while they pollinate.



Seed Dispersal

- Seeds spread themselves around so they do not all grow in the same area. This is called seed dispersal.
- Plants have developed different ways of dispersing their seeds.



A. Match the seed with the method of dispersal. Write the letter.

- A** Like parachutes, they are carried by a breeze.
- B** Eaten by animals, they are eventually deposited far away.
- C** The seeds are forcefully expelled from the pod.
- D** Floating to its new home, it is carried away by ocean currents.
- E** It hitchhikes a ride with a furry animal or a fuzzy shoe.
- F** With its helicopter wings, it spins to the ground.
- G** Rolling like a wheel, its seeds travel far.



B. Put the sentences in the correct order to show how the seeds are dispersed. Write 1 to 3. Then tell what method each plant uses to disperse its seeds.



☐ A ripe berry drops onto the water, floating to its new home.

☐ Water levels rise around a maturing cranberry bush.

☐ The water recedes, the berry seed germinates, and a new cranberry bush sprouts.



☐ Fluffy hairs on the seeds allow even a small breeze to carry them away.

☐ Fireweed seedlings grow far from the parent plant.

☐ Pods of the fireweed split open to release tiny seeds.



☐ Acorns fall from oak trees in fall.

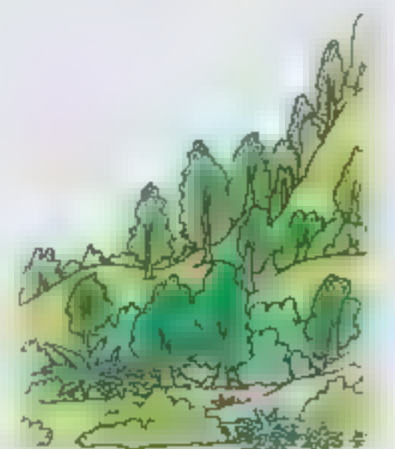
☐ A new oak tree sprouts in spring.

☐ A squirrel packs a few in its cheeks, but drops one or two along the way.



Science Fact

Very large seeds often depend on gravity for dispersal. They can gain distance from the parent plant by rolling down slopes and mountainsides.



Plants: Life Cycles

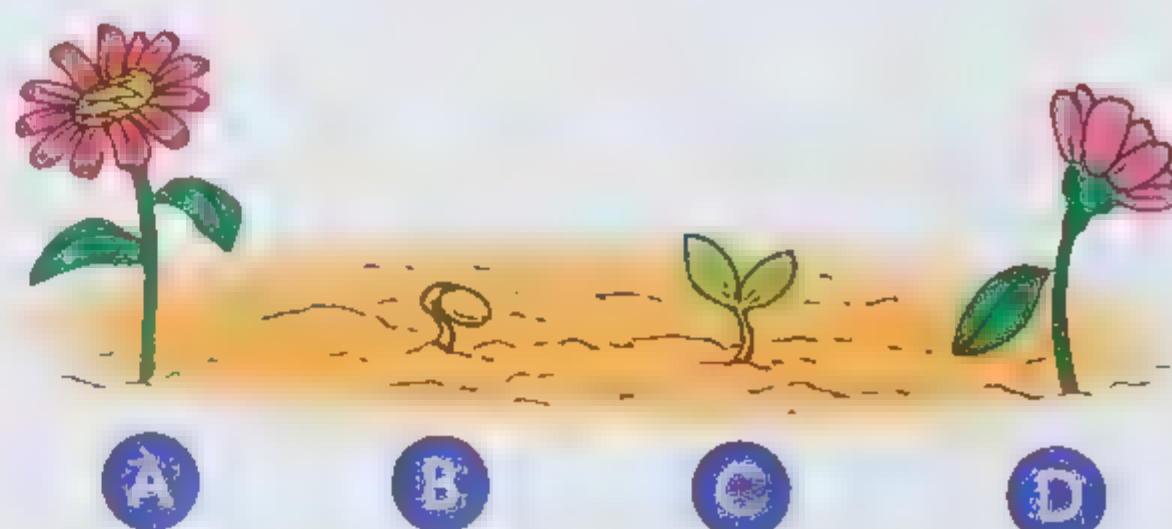
- All plants have similar cycles of growth and reproduction.
- While some plants can live for hundreds of years, others complete their life cycle within a year.



A. Draw pictures to complete the life cycle of a pumpkin with the help of the pictures on the left.



B. Put the life cycle of a flower in the correct order. Write the letters.

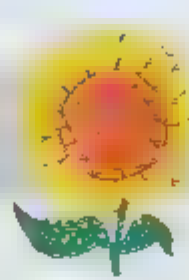


C. Fill in the blanks with the correct words to complete the life cycle comparison.

Life Cycles of



and



months years

maple tree leaves

flowers sunflower

1. It takes many _____ for a maple tree to grow to maturity and produce seeds. A sunflower completes its life cycle within a few _____.
2. The maple tree and the sunflower grow many _____ before their _____ and seeds form.
3. The maple tree and the sunflower both start as small seeds, but the _____ grows to be much larger than the _____.

D. Draw lines to give examples of these kinds of plants.

Annual plants

•

- A pumpkin plant sprouts and dies within one year.

Biennial plants

•

- Many plants, including trees, can live for many years.

Perennial plants

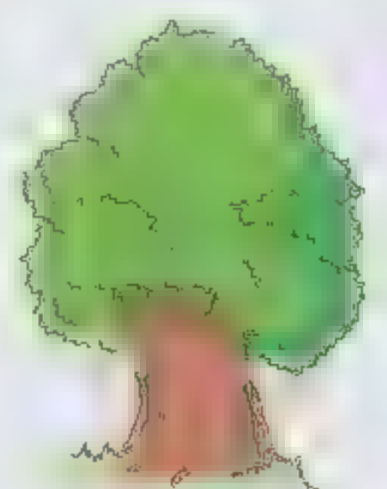
•

- Parsley and foxgloves are examples of plants that live for two years.



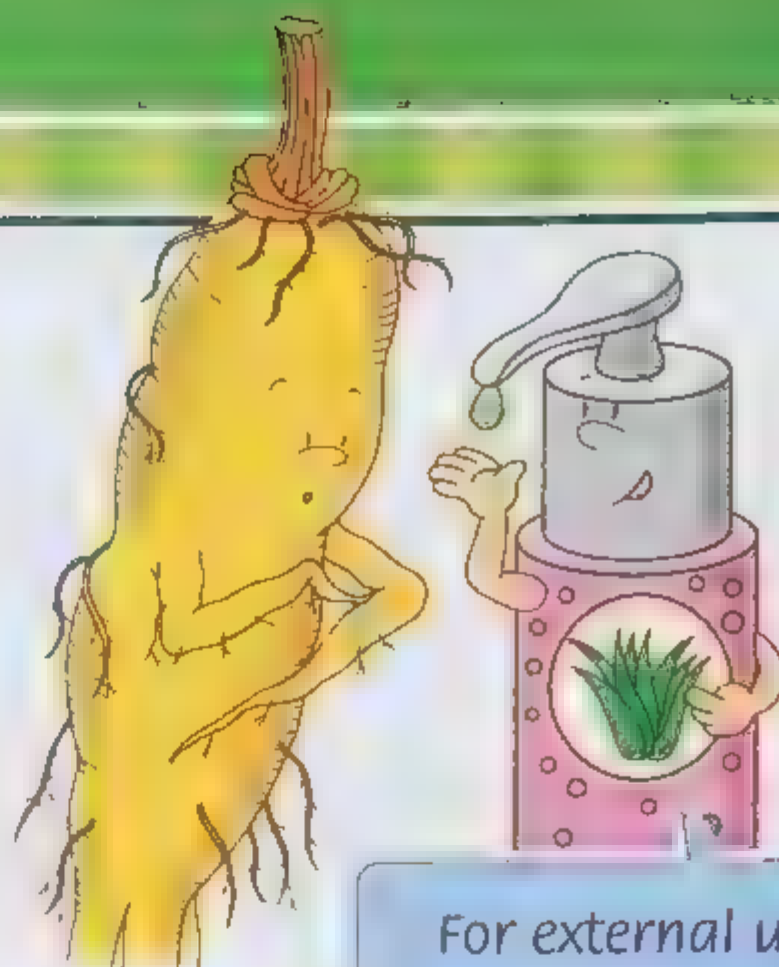
Science Fact

Olive trees grow slowly but can live a very long life. Some do not bear fruit until they reach 30 years or older, but then they produce olives for hundreds of years.



Uses of Plants

- We use plants for many different things, from medicine to furniture and clothing.
- How we use particular plants or their parts depends on their characteristics.



A. Circle the words that describe the characteristics of the plants. Then match the plants with the things that can be made with them.

1. The hard wood of the oak tree makes sturdy floors. _____
2. Rope is made from the strong fibres of the sisal plant. _____
3. Sweet juice from the sugar cane gives us sugar for tea and for baking. _____
4. The soft, light wood of the pine tree is ideal as a building material. _____
5. The stem of the rattan palm is flexible and strong, making it ideal for making baskets. _____
6. The soft, fine hairs of cotton plants are made into fabric for clothing. _____
7. The flexible substance that oozes from the rubber tree makes rubber for bike tires. _____



B. Fill in the missing letters to match each part of the pine tree with the product that it makes.

needles bark trunk sap



for fragrance

n _ _ _ _ _



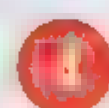
used in
leather-making

_ _ _ r _ _



for making matches

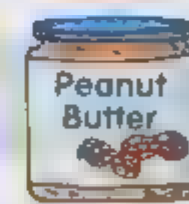
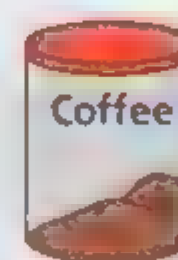
_ _ r _ _ _ k



for cleaning paint
from brushes

_ _ _ p

C. Read what Lucy says. Then unscramble the word to see what the things are made from.



Although these products are all made from different plants, they are made from the same part of a plant. What is it?

e s d e

the _ _ _ _ _



Science Fact

Plants are more than useful to us; all other living things, including humans, cannot live without them. They give us oxygen to breathe, and are the base of all our food sources.



Endangered Plants or Invasive Plants

- When new plants take over a land, they may become invasive plants because they make native plants struggle for survival.
- Endangered plants are those that need protection in order to survive.



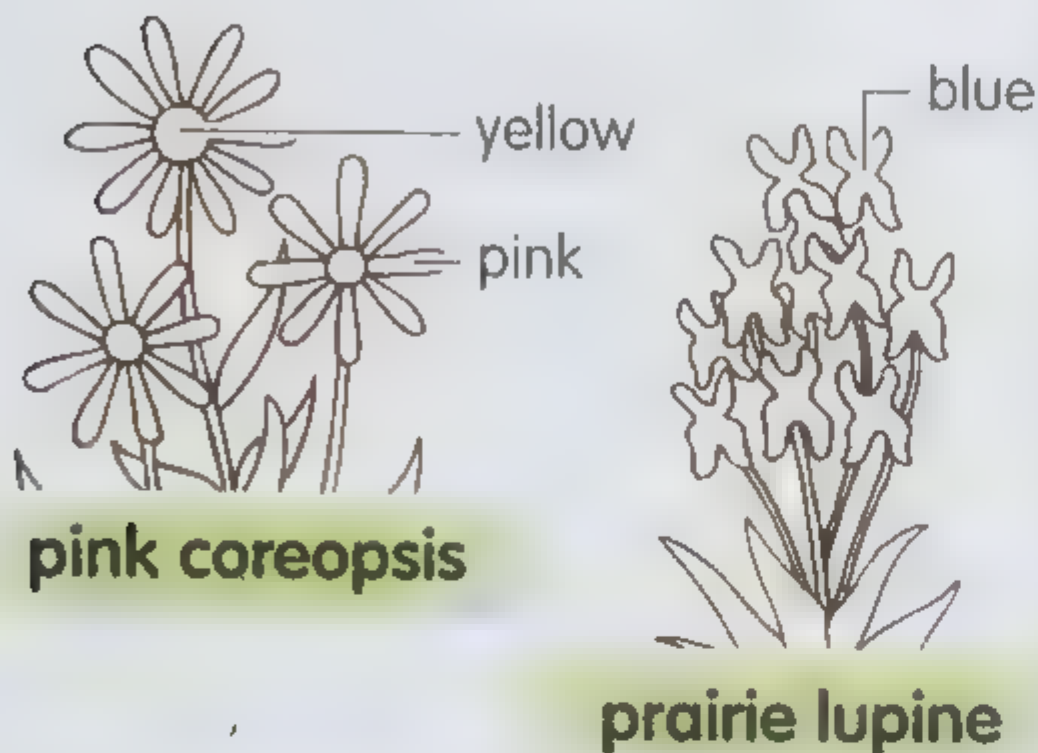
A. Find the reasons for the loss of habitat of plants. Check ✓ the correct letters.

- ☐ vehicles driving off-road
- ☐ fertilizing fields
- ☐ over-picking flowers
- ☐ trampling on plants
- ☐ spraying pesticides
- ☐ watering plants
- ☐ planting saplings in a new field
- ☐ clearing land for growing crops
- ☐ new species taking over a field
- ☐ clearing land for animals to graze
- ☐ clearing land for houses, shopping malls, or other buildings

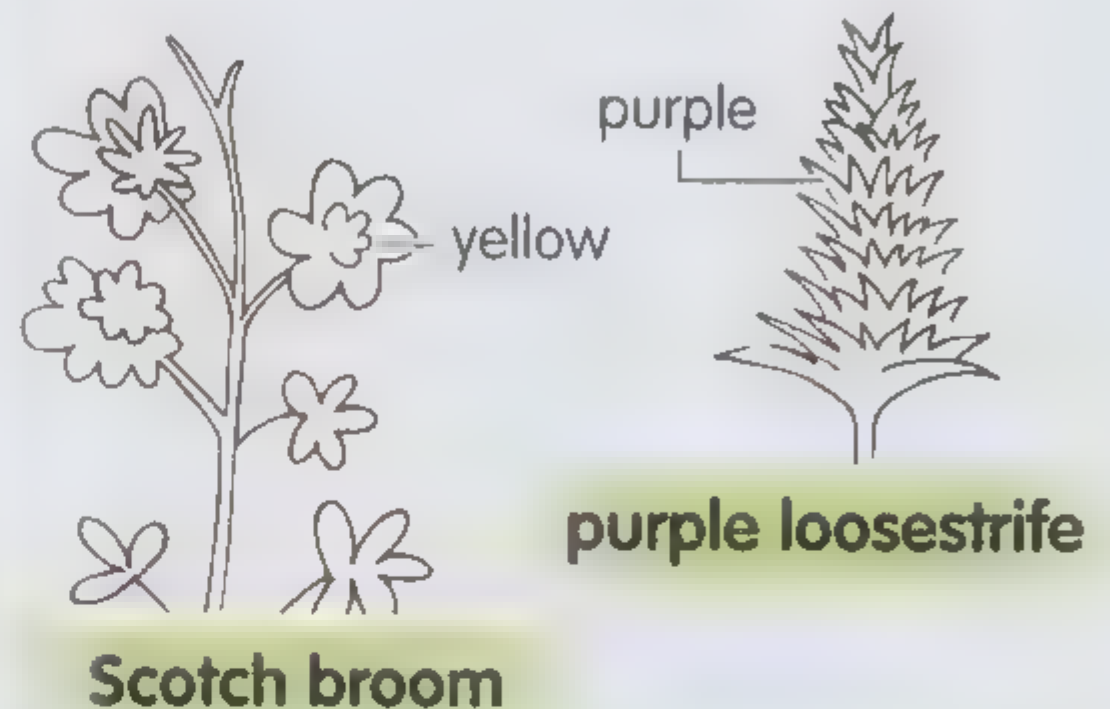


B. Write "Invasive" or "Endangered" to complete the titles. Then colour the flowers as specified.

E_____ Plants



I_____ Plants



C. Fill in the blanks with the given words to complete the paragraph.

extinct endangered invasive
habitat protected native

Every time a forest or meadow is cleared for human development, some plants lose their 1._____. If a plant is rare, or its habitat is special, it may be in danger of becoming 2._____. There are many 3._____ plants in Canada. Some are 4._____ by laws, and many conservation groups are trying to save them from extinction. They remove the 5._____ plants and grow more 6._____ plants in their place.



Many invasive plants are very beautiful, and sometimes useful to humans. Scotch broom is admired while it is in bloom, and Himalayan blackberries are a sweet treat in late summer.



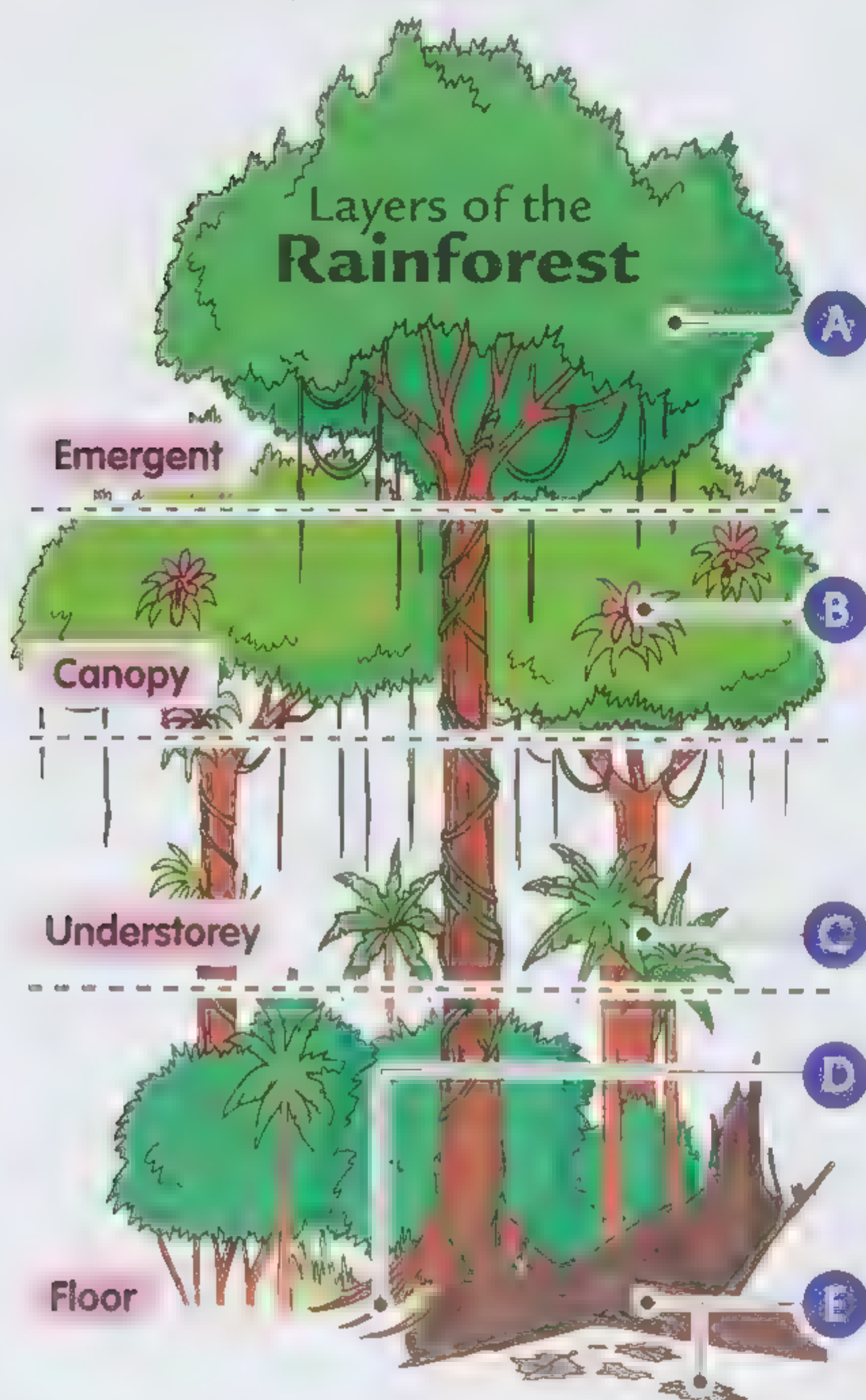
Rainforests

- Rainforests are the habitat of many plants and animals. They have heavy rainfall and hot or mild temperatures.
- Almost all rainforests are found in regions around the equator. These are tropical rainforests.



A. Look at the plants found in the different layers of the rainforest. Match each description with the correct plant and layer. Write the letter and the name of the layer.

1. This tree is one of the few that burst through the canopy. It is assured of sunshine, and space to spread its leaves.



2. Tall trees send down buttress roots for extra support.

3. Fallen logs and dead leaves feed the soil that nourishes the forest.

4. An orchid grows on a branch to get its share of sunshine.

5. The palm is a tree that grows in shade, below the forest canopy.

_____ / _____

B. Fill in the blanks with the given words to complete the passage.

canopy birds rainfall seeds vines layer animals
understorey plants forest floor dense fruits

The Rainforest Canopy

An amazing variety of 1. _____ and 2. _____ live in rainforests. Most animals are found in the 3. _____, enjoying the 4. _____ and 5. _____, and the sun when it shines. 6. _____ easily fly from treetop to treetop, but this 7. _____ is so 8. _____ that even flightless animals have no trouble getting around. The busy canopy weathers almost daily 9. _____, acting like a leaky umbrella to the 10. _____ and 11. _____. It also shades the plants below, causing 12. _____ and smaller trees to struggle to reach light.



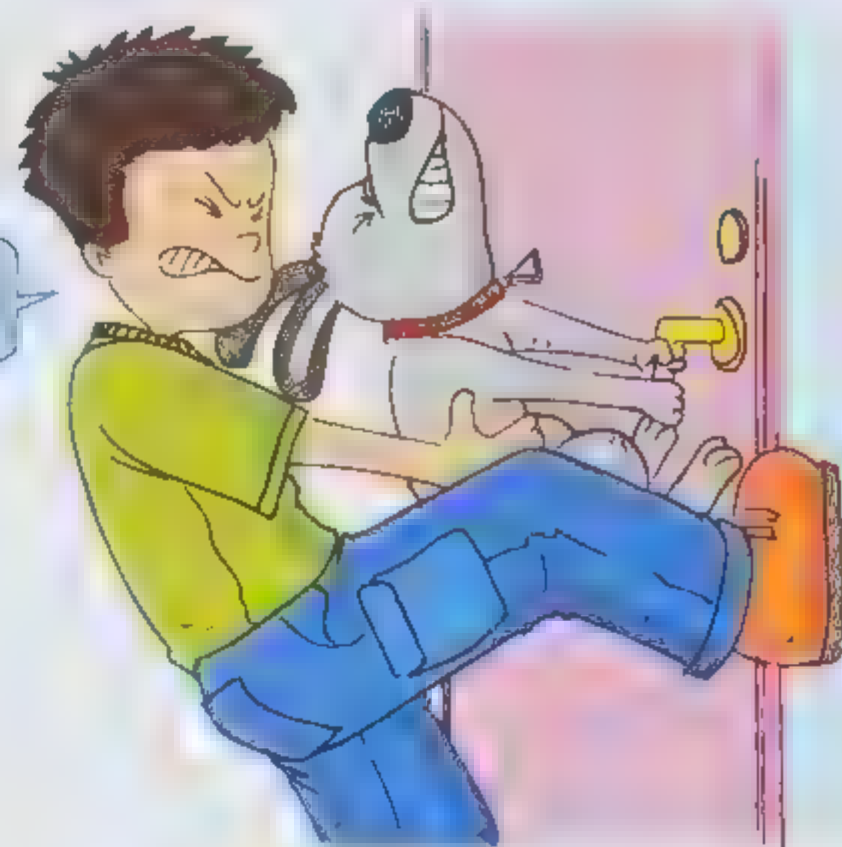
Canada is home to a temperate rainforest. It stretches along British Columbia's mild west coast.



Force as a Push or Pull

- A force is a push or pull that one thing exerts upon another.
- Forces can be of two types: pushes and pulls of objects that make contact, and those that are at work from a distance.

Pull harder!



A. Identify the force(s) in each picture. Write "Push", "Pull", or "Both Push and Pull" on the line.

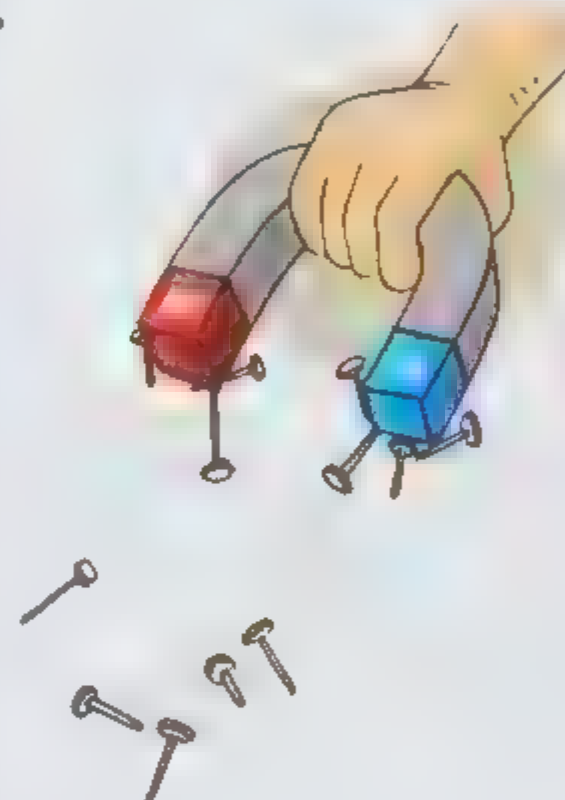
1.



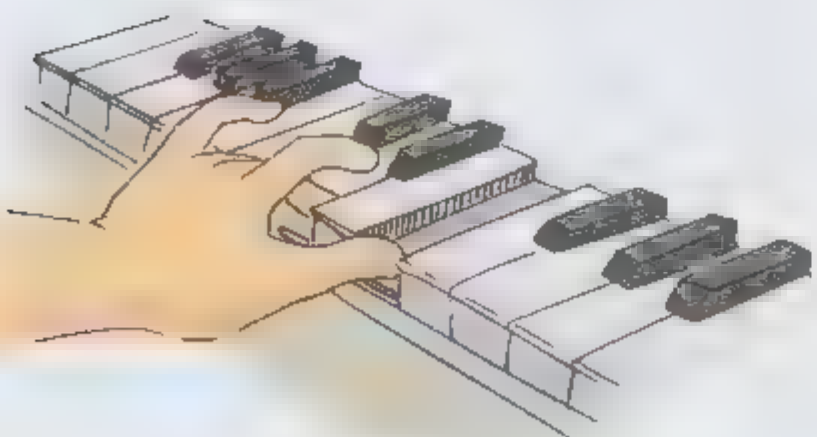
2.



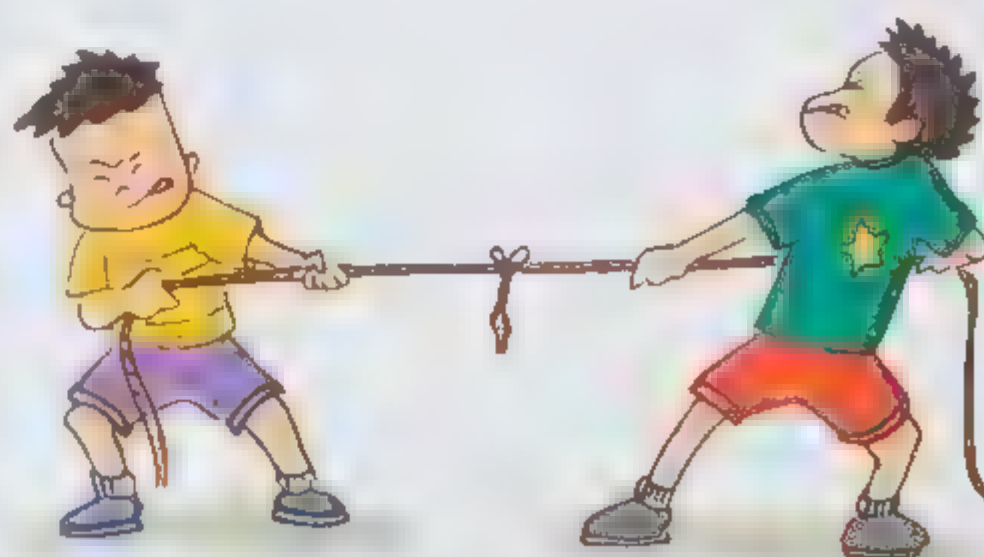
3.



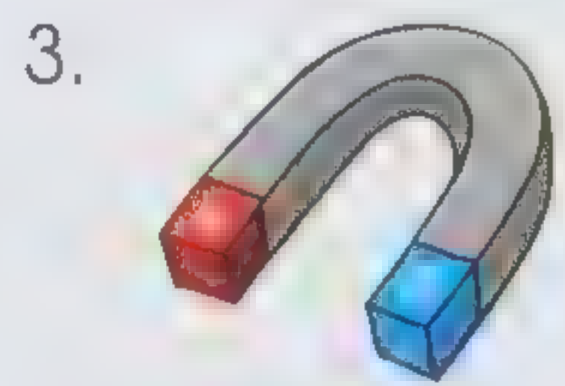
4.



5.



B. Fill in the blanks with "g", "t", "v", or "r" to complete the "force" words.



_____ra_____ity s_____a_____ic elec_____ici_____y ma_____ne_____ism

C. Identify the type of force in each picture.

Types of Forces

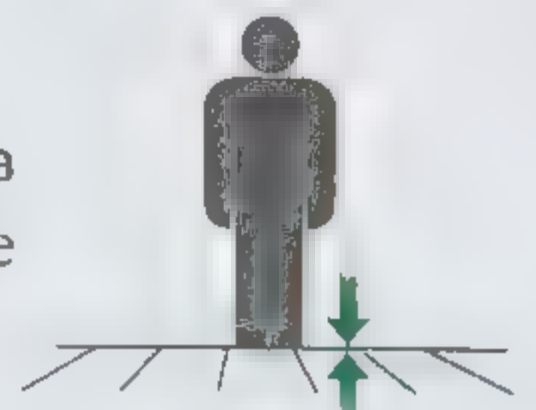
- Direct Contact or From a Distance
- Push or Pull



1. _____ ; _____
 2. _____ ; _____
 3. _____ ; _____
 4. _____ ; _____

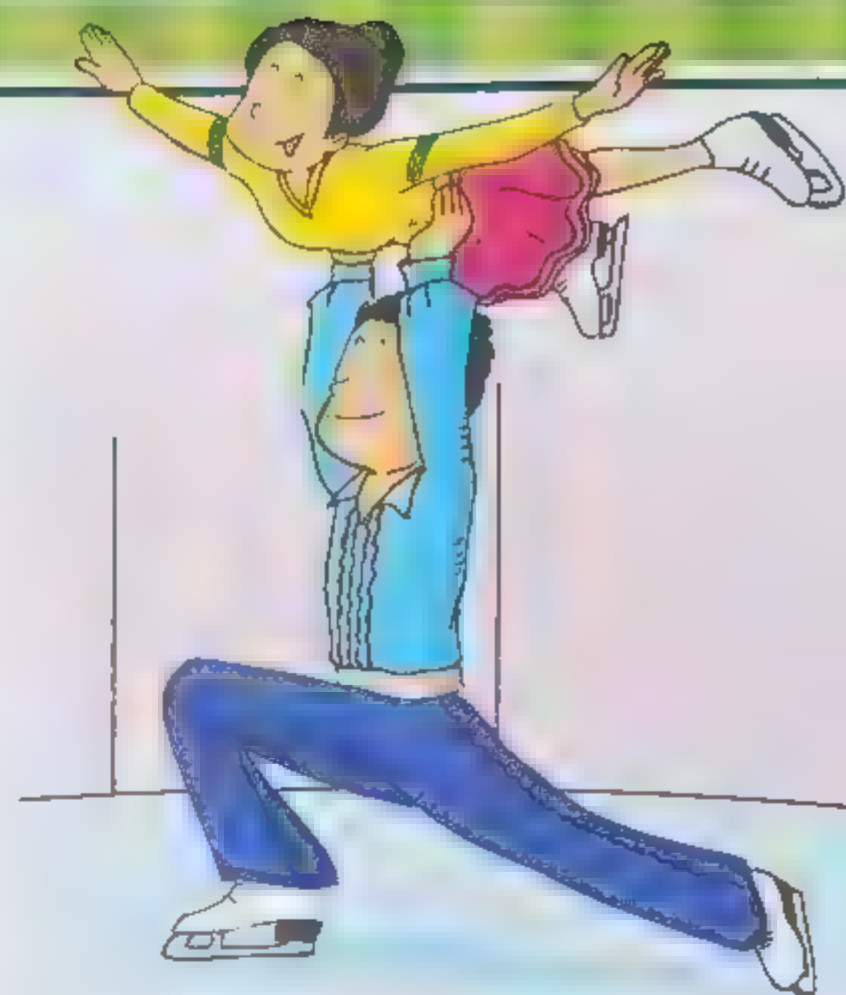
Science Fact

When you are standing still on the ground, you are exerting a force downward on the ground. The ground is exerting a force of the same size upward on you.

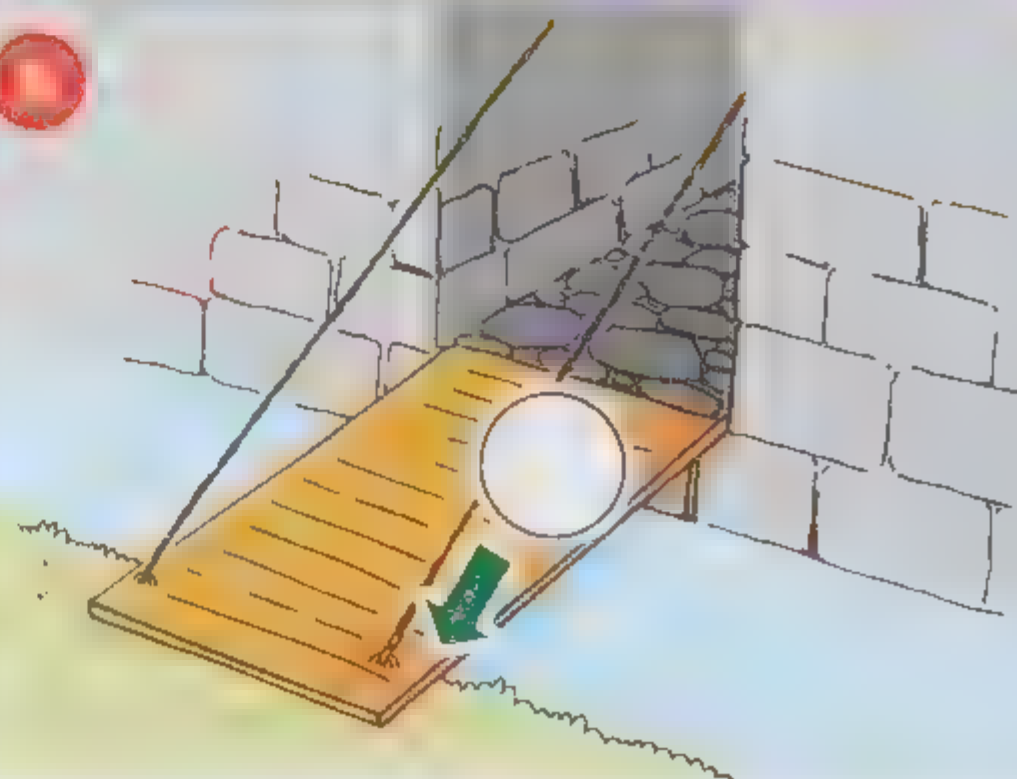
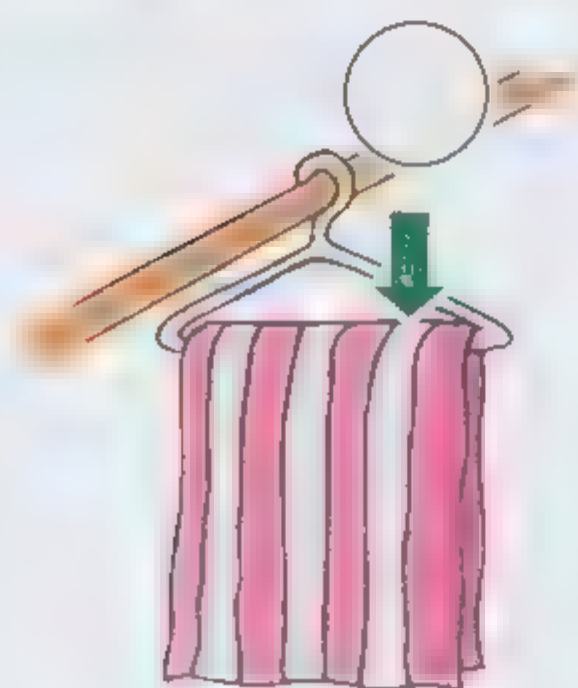
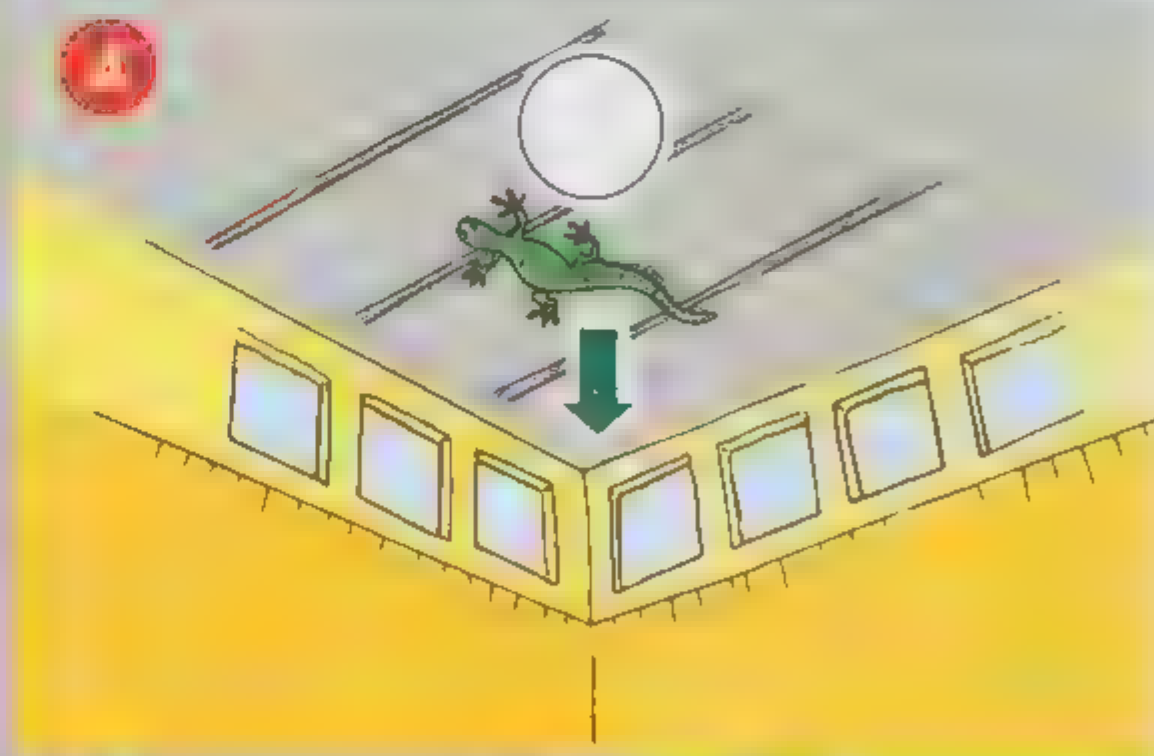
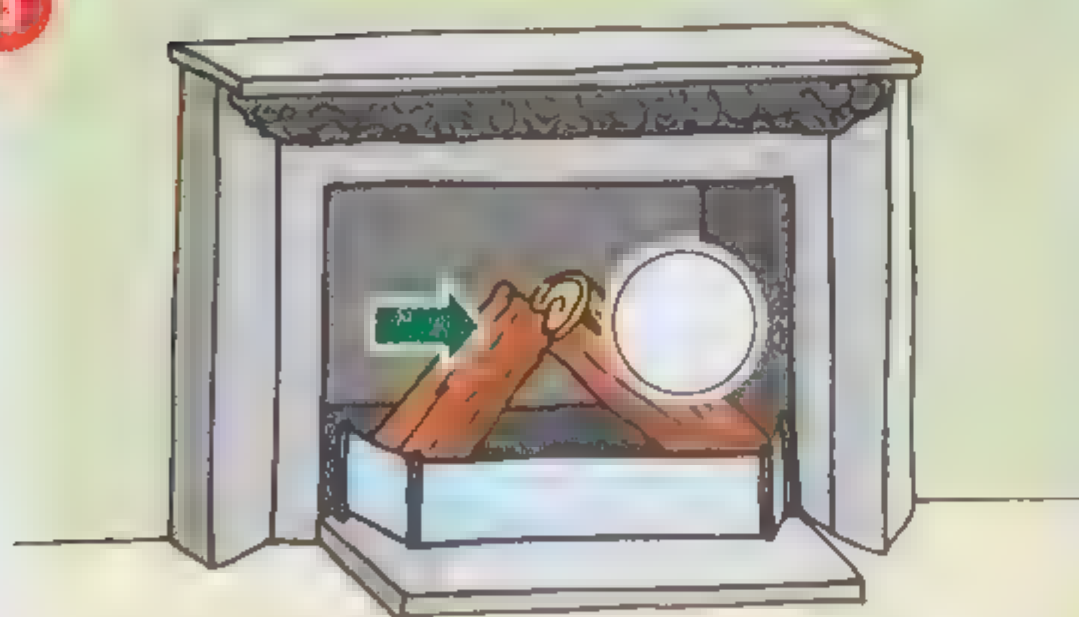
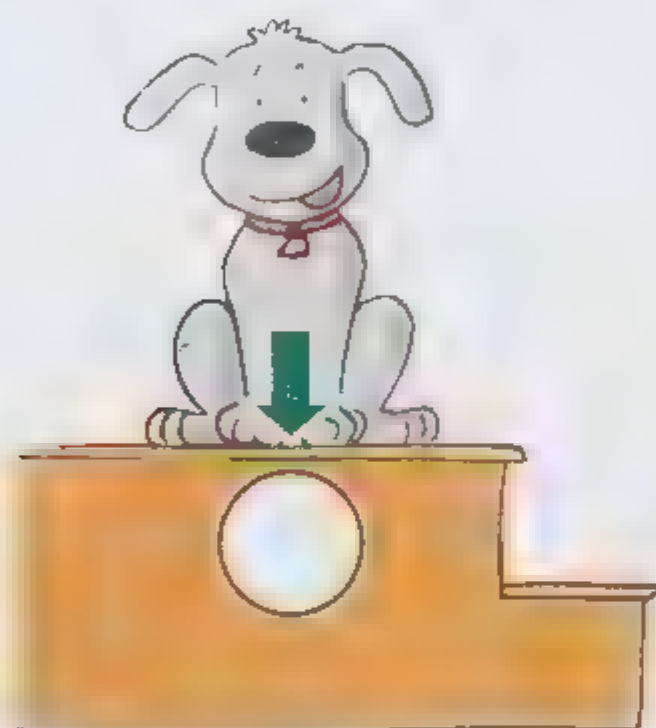


Forces and Movement

- Forces acting upon objects that are not moving occur in pairs: equal in size but opposite in direction. They are balanced.
- Unbalanced forces that act upon an object will result in movement or a change in movement of that object.



A. Draw an arrow in each picture to balance the force.

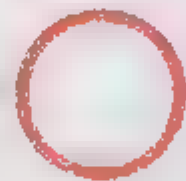


B. Put the pictures in order. Write 1 to 3. Then colour the one that shows where the forces become unbalanced.

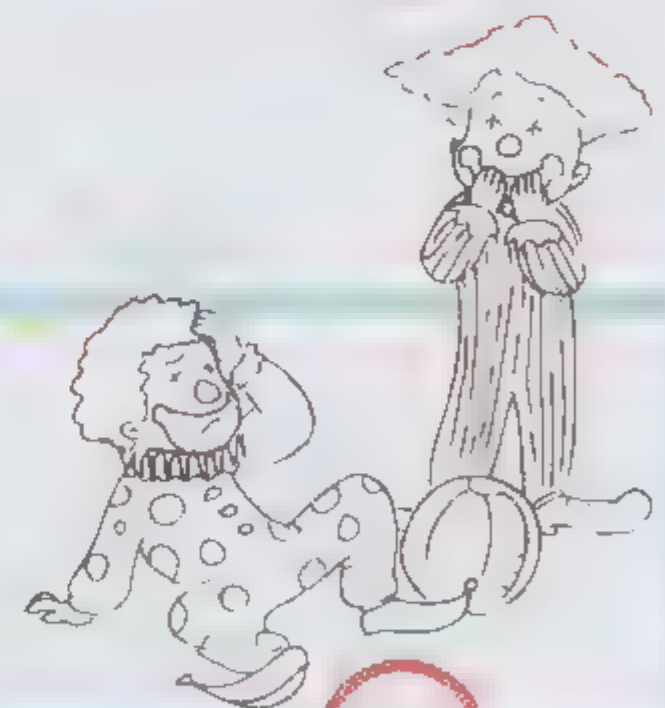
1.



2.



3.

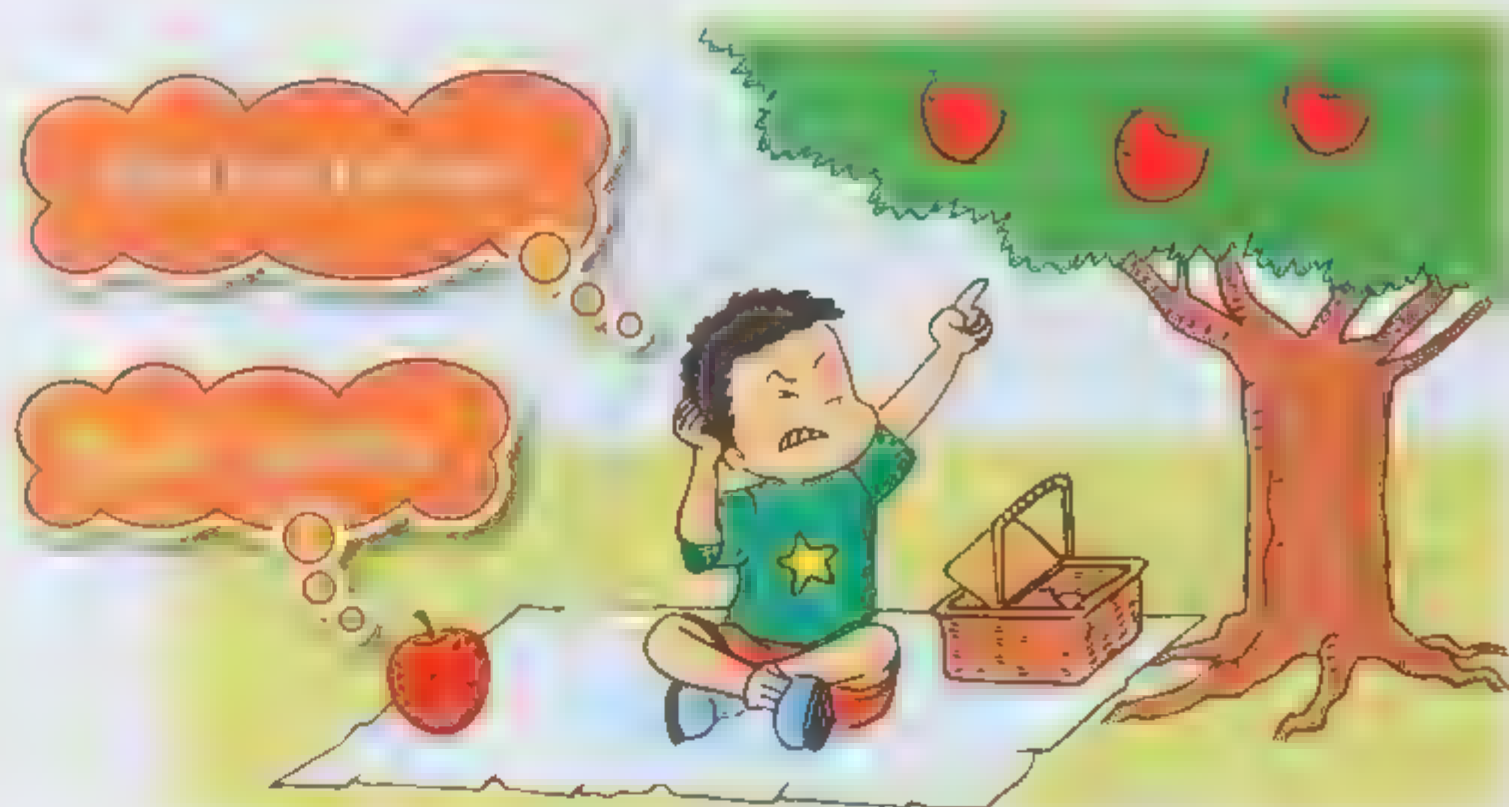


Walking is controlled falling. While standing still, you are balanced. When you lift one foot and push with the other foot, you become unbalanced. Balance is returned when you put your foot down again. You have moved forward.



Gravity

- Gravity is a pulling force on things.
- The heavier or bigger the object is, the greater the force of gravity.



A. Draw an arrow if the picture shows gravity at work; otherwise, write "No Gravity" on the line.

1.

2.

3.

4.

5.

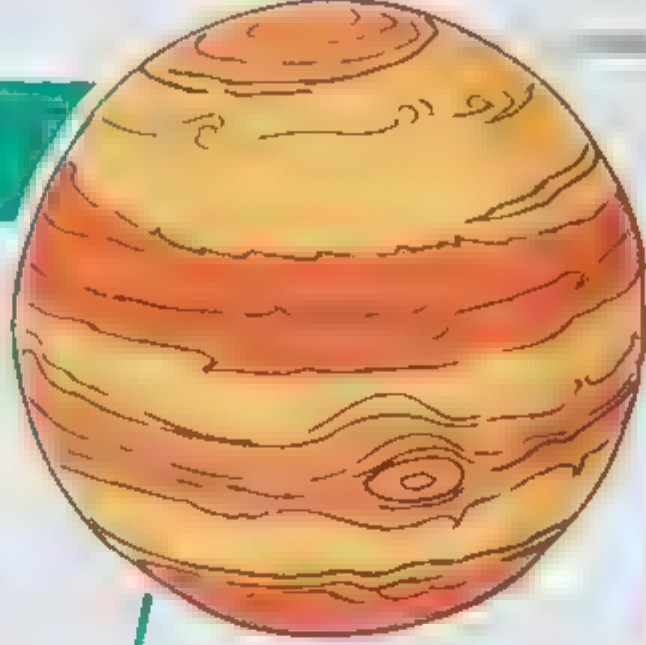
B. Look at the planets. Put them in order from the one with the greatest gravity to the one that has the least. Write their names on the lines. Then answer the questions.

1.

Gravity


greatest

least




Jupiter

- the largest planet in the solar system




Mars

- about one quarter the size of Earth



Earth

- the planet where we live



Venus

- slightly smaller than Earth

2.



On which planet would I be able to jump the highest?

3.

On which planet would I jump the least high?

Science Fact

In order to function properly, a ballpoint pen needs the force of gravity. In space or on the space station, it would not work.



Friction



- Friction is a force that is produced when two objects rub against each other. Its direction is opposite to the direction of movement.
- Sometimes friction is a good thing for us, but sometimes it is not. Sometimes we can even change the amount of friction.

It's easy to drive on a muddy road when you have tires with deeper tracks.

A. Describe the amount of friction in each picture. Write the word in bold on the line.

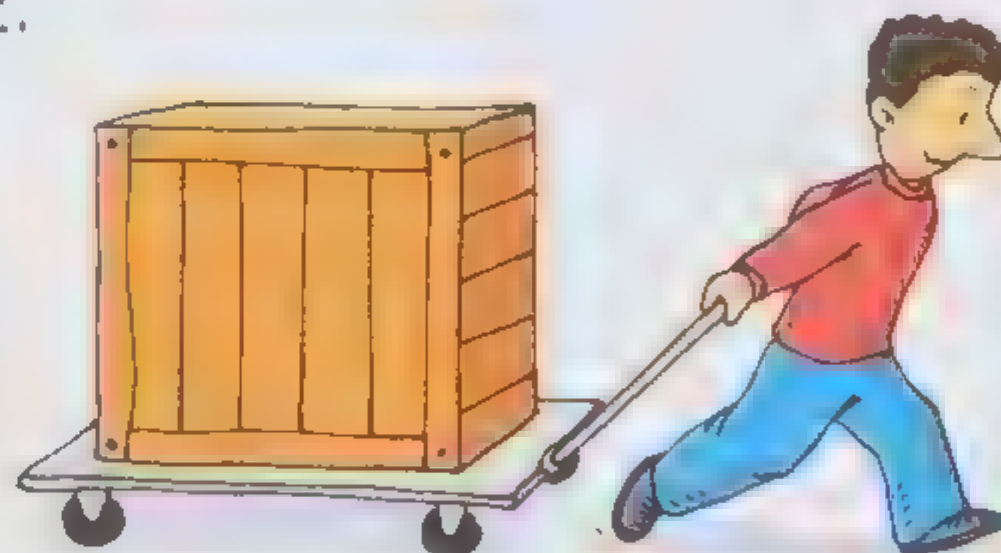
FRICTION – great force of friction

friction – small force of friction

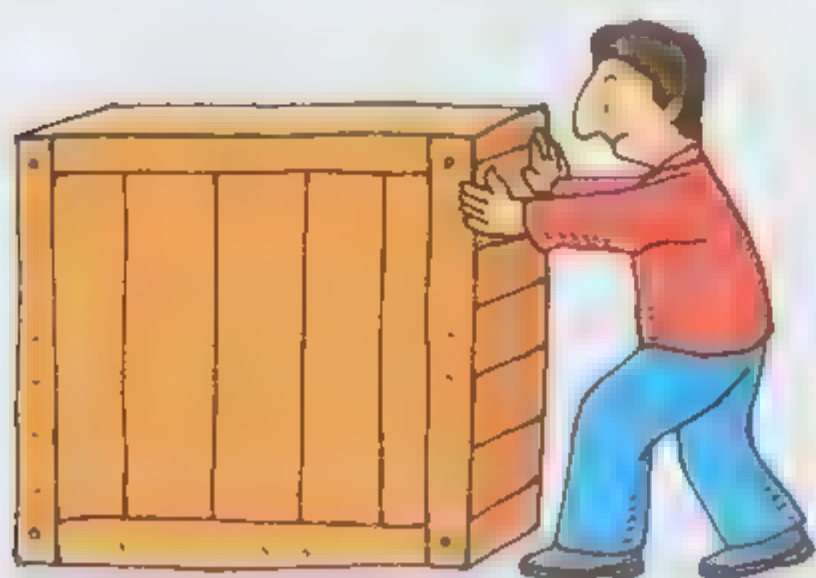
1.



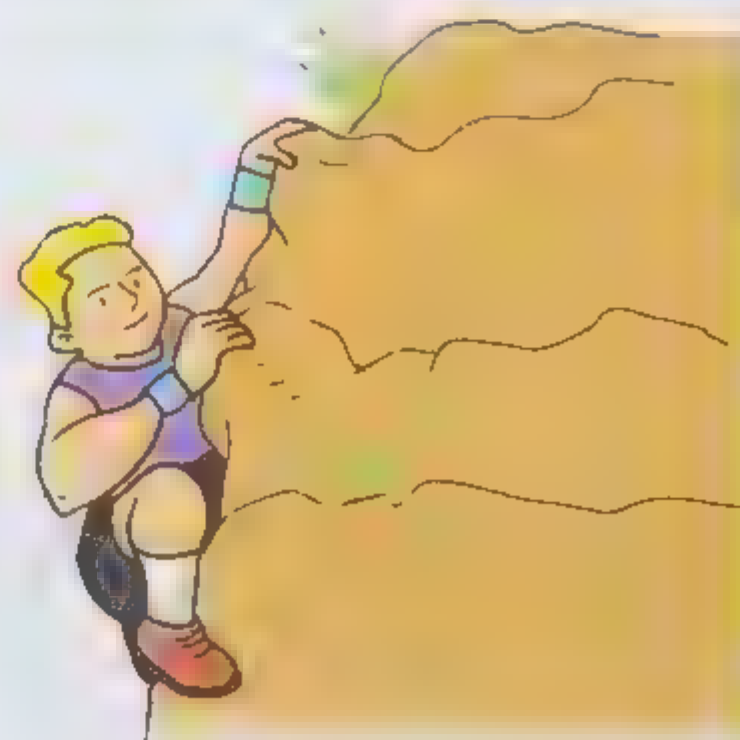
2.



3.



4.



B. Help the magazine editors answer the letters dealing with friction problems. Fill in the blanks with the given words.

1

Dear Editors,
I know to use an environmentally friendly car wash detergent and a soft cloth to clean my car, but sometimes I can't get all the dirt off. What can I do?

Thanks,
Jim-Bob McGillicutty



Use a _____ sponge to
rough/soft
_____ friction.
increase/decrease

2

Dear Editors,
What can I do to increase the friction that is needed to clean my teeth?

Yours truly,
Sofie Cannie



Use a brush with _____
softer/harder
bristles.

3

Dear Editors,
The chain on my bicycle is old and I think it is making it hard for me to pedal. Any suggestions?

Thanks,
Peter Pedalstire



Use _____ to
bicycle grease/water
_____ friction.
increase/decrease

4

Dear Editors,
We have new shiny wooden floors in our house, but we keep slipping on them when we wear socks. What should we do?

Sincerely,
Rebecca Salks



Wear _____
bigger socks/slippers with rubber soles
to _____ friction.
increase/decrease



It is not because ice is really slippery that you can skate so fast. When you glide over the ice, the heat caused by the skate blade rubbing against the ice causes the ice to melt underneath it. You are actually gliding on water, and that is what reduces the friction and makes sliding so easy.



Magnets

- A magnet is a piece of iron that has a special force: magnetism.
- Magnetism is a force that can push or pull other objects that are magnetic.



A. Which objects are magnetic? Draw lines from the magnetic objects to the horseshoe magnet.



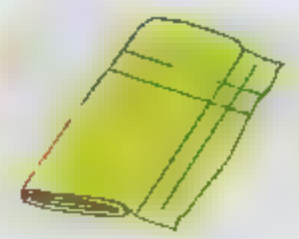
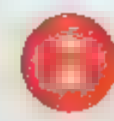
B. Read what the mouse says. Unscramble the letters to find out which materials are not magnetic.



Not all metals are magnetic. Iron, or metal that is mostly iron, is always magnetic.



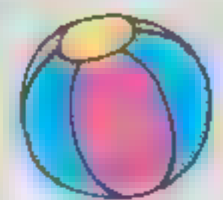
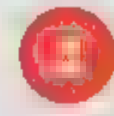
Isasg



thloc



odow



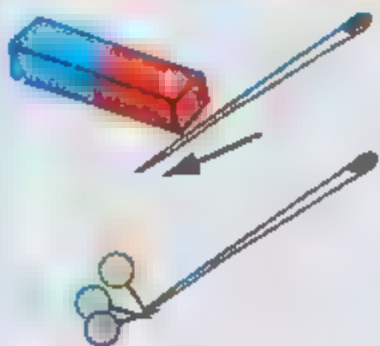
sctipla

C. Where are magnets used? Circle the magnets in each picture.



Things needed:

- 1 magnet
- 1 needle
- pins



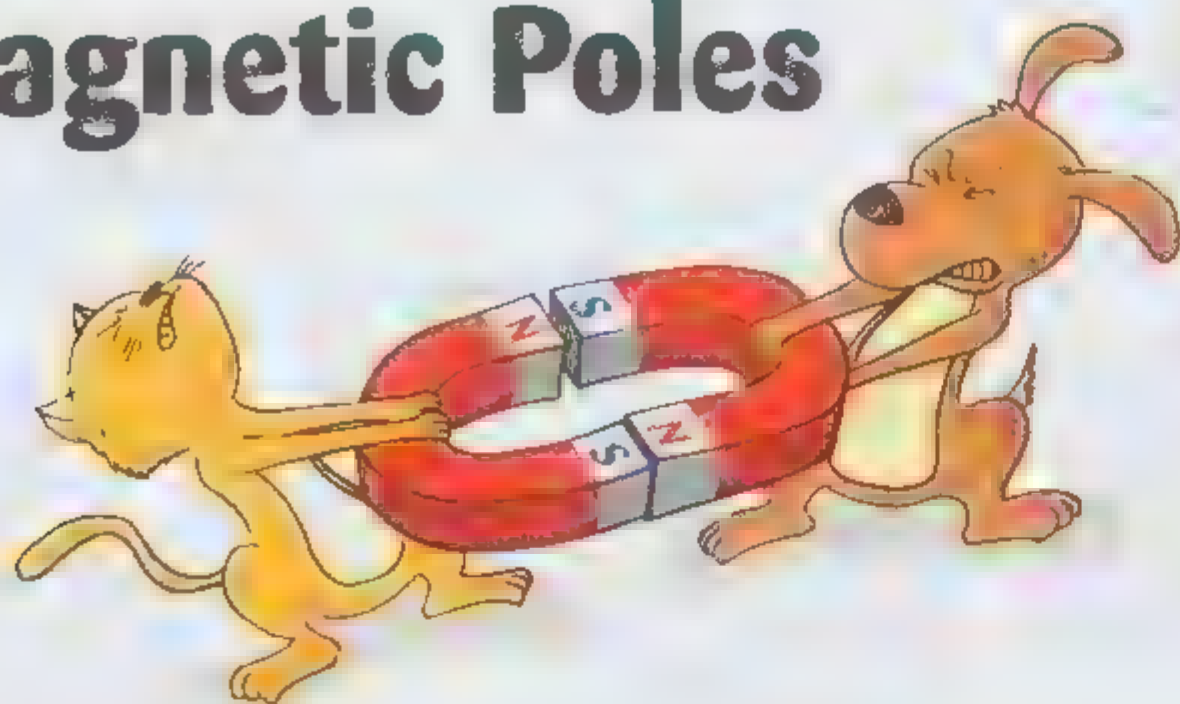
- Stroke the end of the magnet along the length of the needle about 30 times. Stroke in only one direction – do not rub back and forth.
- Test your “magnet”. Try to pick up some pins with the needle.

Science Fact

You can pick up dust from outer space with a magnet. Since tiny meteorite particles contain iron, a magnet will pick them up.



Magnetic Poles



- Every magnet has a south pole and a north pole.
- The Earth behaves like a magnet, with both a south pole and a north pole. Because of this, a magnetic compass can show us which way is north.

A. Look at the pictures. Then fill in the blanks with the given words.

south north repels attracts



A magnet has a _____ pole and a _____ pole.



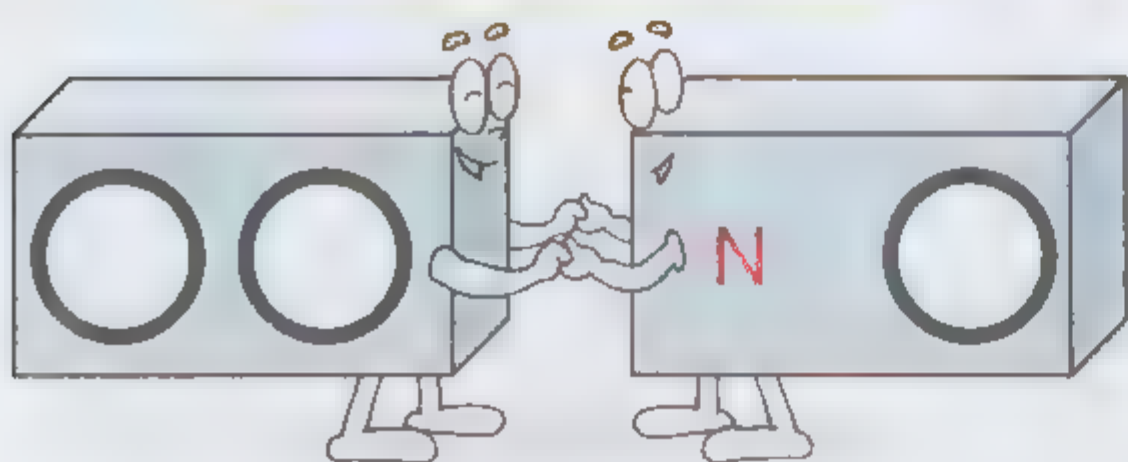
The north pole of one magnet _____ the south pole of another magnet.



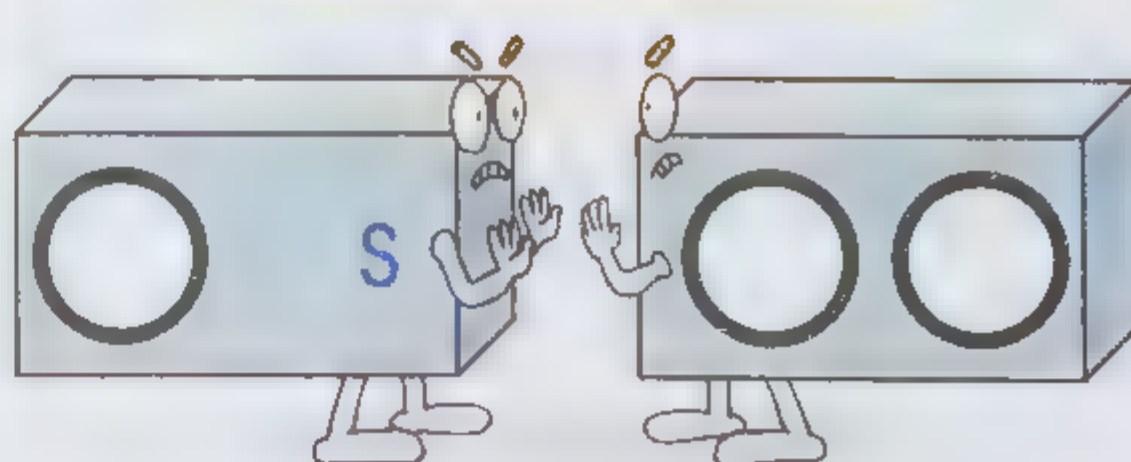
The north pole of one magnet _____ the north pole of another magnet.

B. Write "N" for north pole and "S" for south pole in the circles to complete the diagrams.

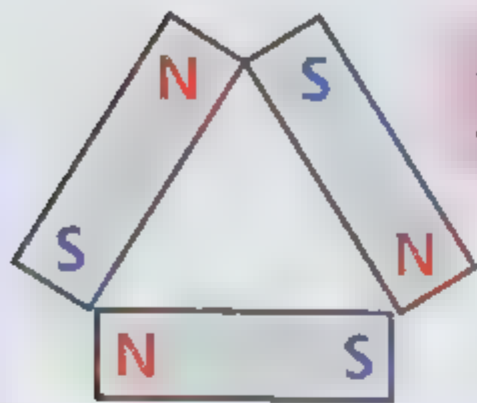
Magnets Attract



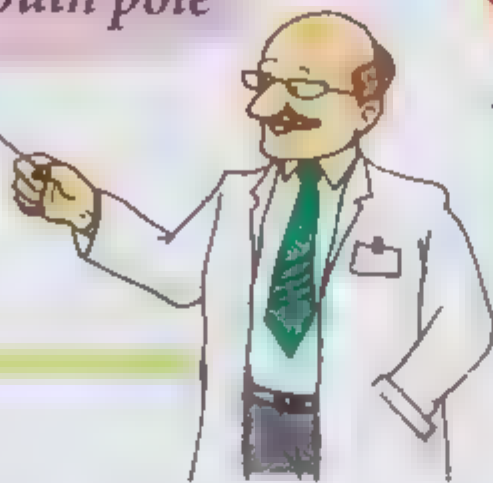
Magnets Repel



C. Fill in the blanks to complete what Dr. Cowan says. Complete each diagram to show how a triangle is formed with three bar magnets.

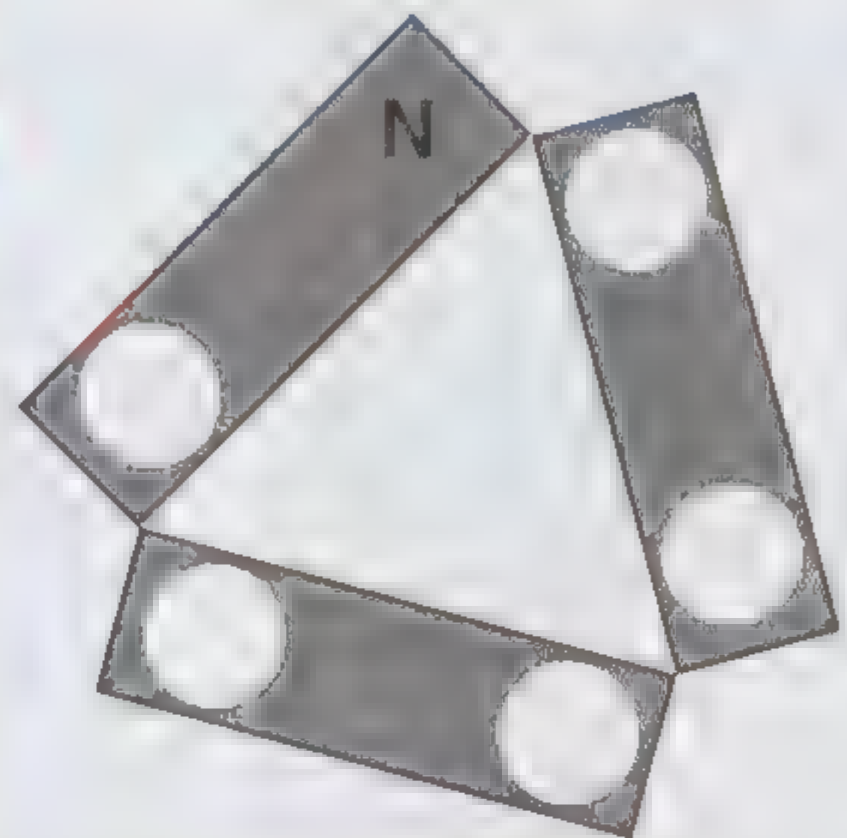
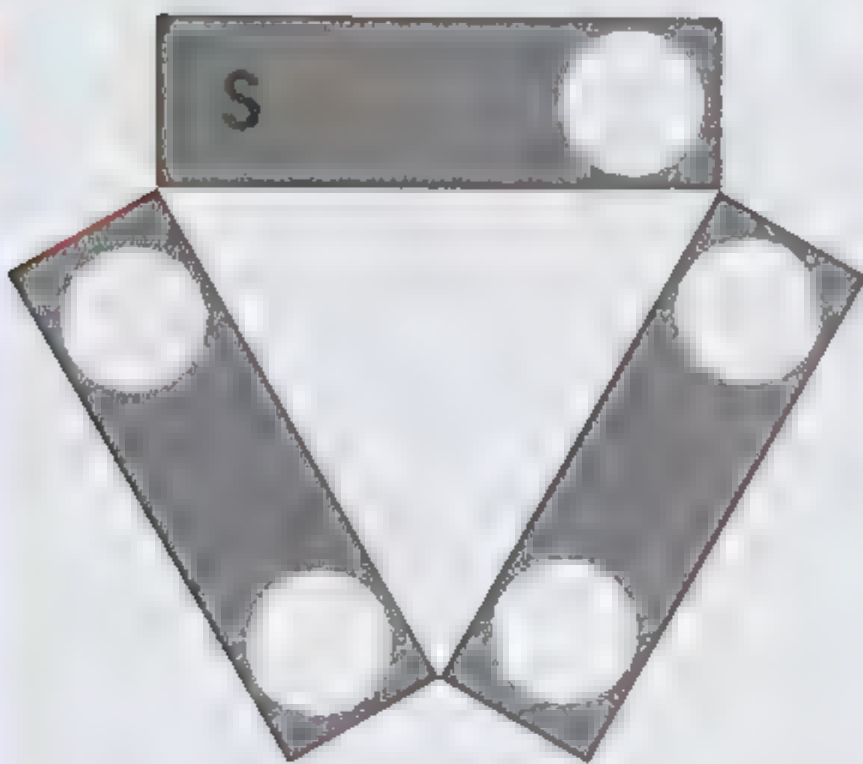


N – north pole
S – south pole



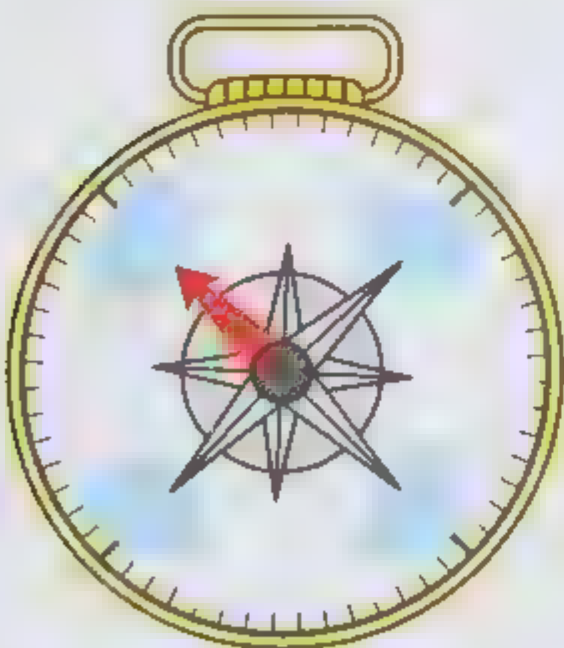
A triangle is formed from three bar magnets put together end to end, but they must be put together so the poles

_____ attract/repel _____.

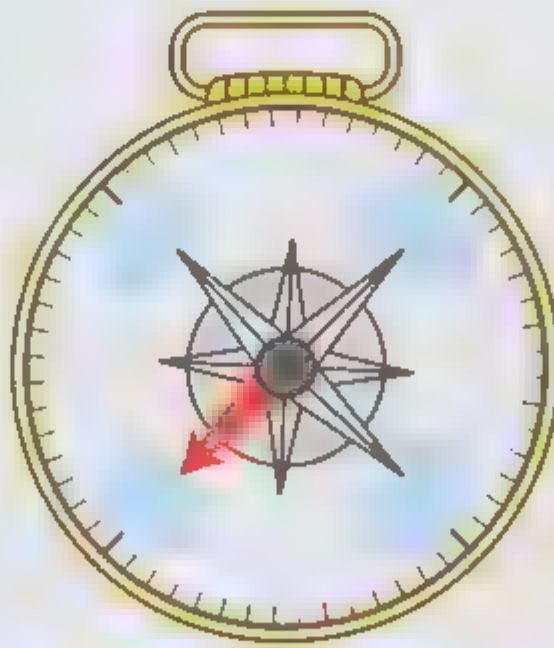


D. For each compass, write "N" in the correct shaded part to show which direction is north.

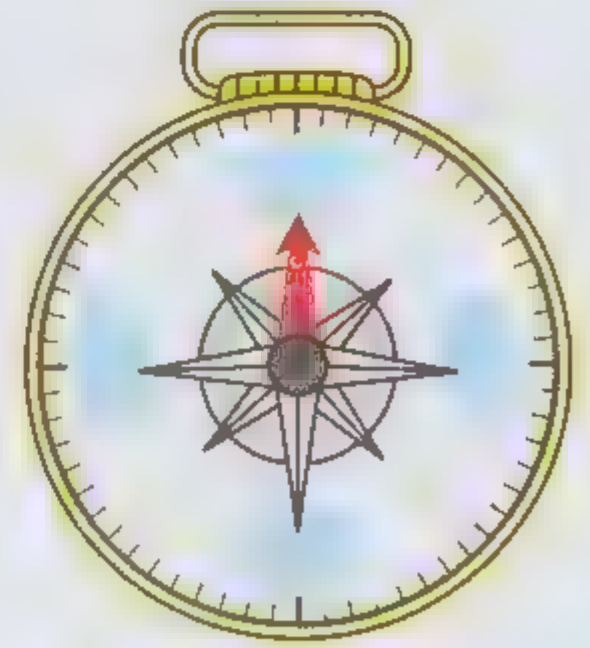
1.



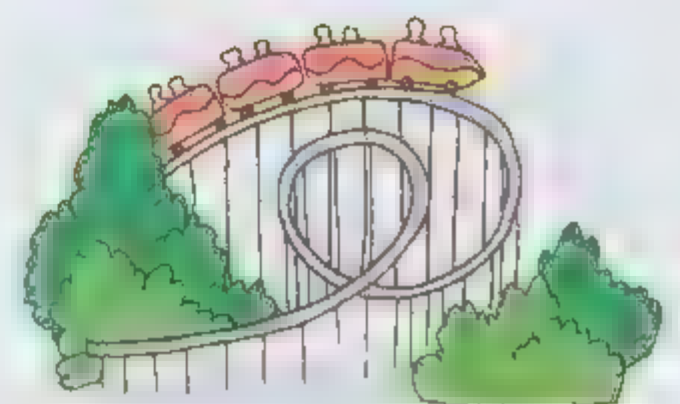
2.



3.

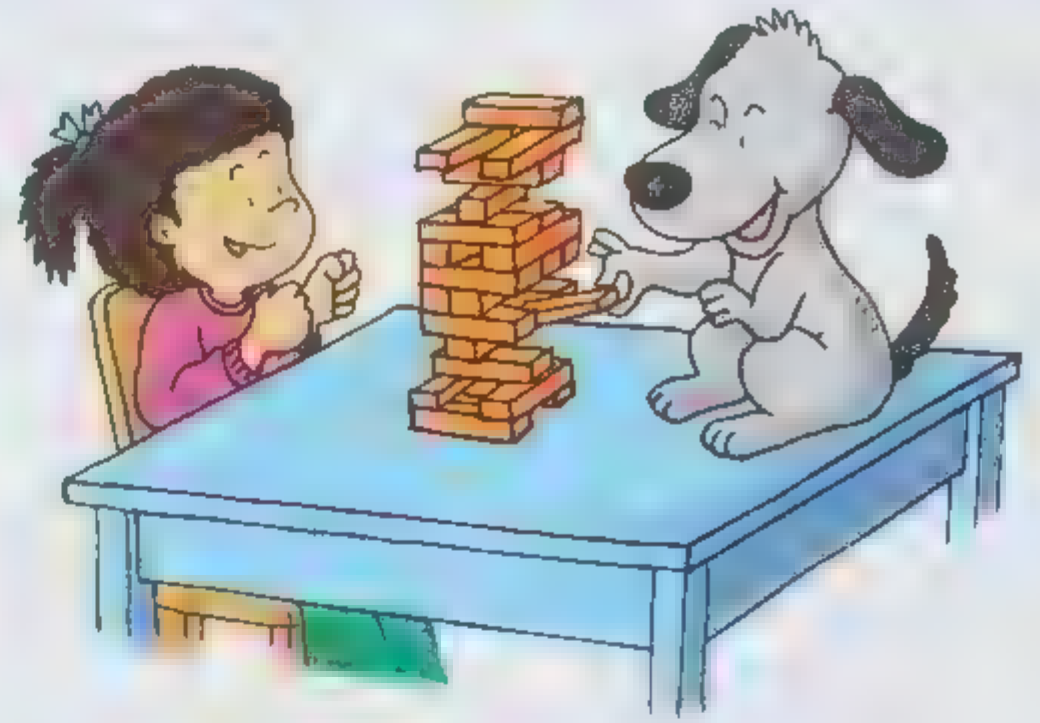


Repelling magnets are used to give some roller coasters a boost at the start of the ride. Instead of starting slowly and gradually gaining speed, the fun starts right away!

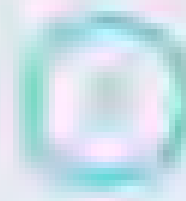


Stability

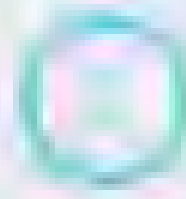
- Stable structures are those that are not likely to fall down, overturn, or break when reasonable forces are applied to them.
- There are many ways to make a structure more stable.



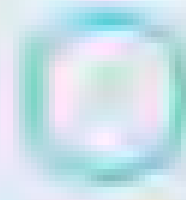
A. Fix the unstable situations. Check ✓ the correct answers.



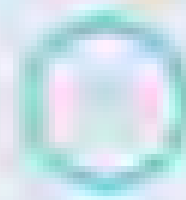
Add one more leg to the table.



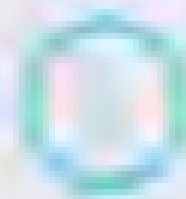
Remove one leg from the table.



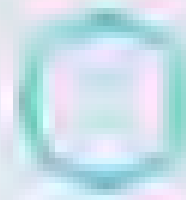
Use training wheels.



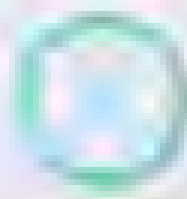
Use bigger wheels.



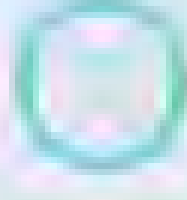
Put a bigger book on top.



Stack the books more neatly.



Use a longer ladder.



Pull the "feet" of the ladder farther away from the wall.

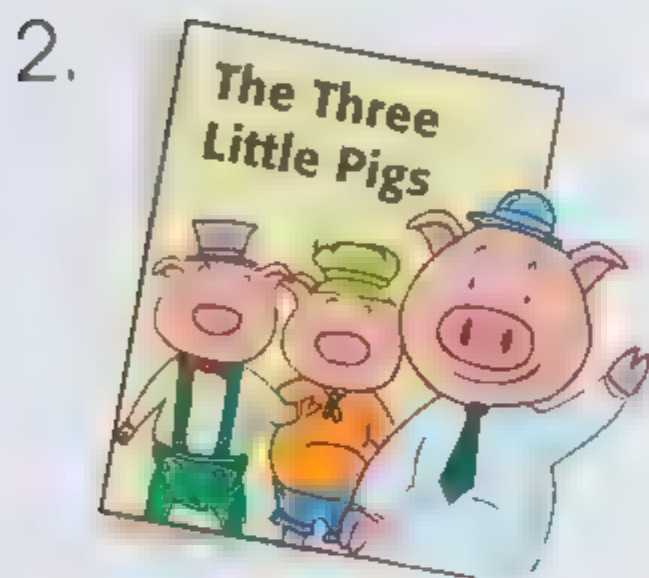
B. These fairy tale characters have problems with stability. Help them circle the correct words to fix the problems.



Every time I climb this skinny beanstalk, I think it's going to break and fall down, so I don't get to climb very high.

Solution:

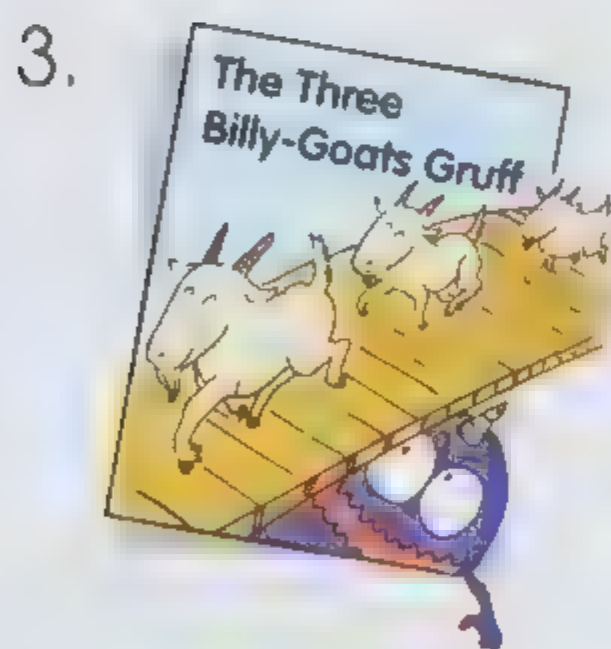
Climb a thicker / rough beanstalk.



I've lost two brothers. How can I build my house to keep the wolf out?

Solution:

Build the house out of a thicker / stronger material.



Those goats make such a racket on my bridge. I'm afraid they may be too heavy and will make it collapse right onto me!

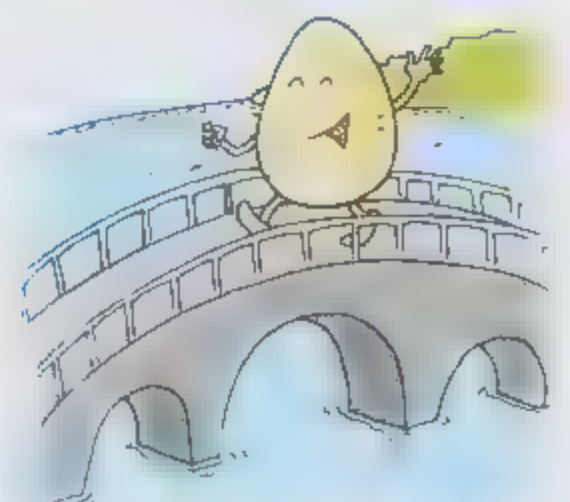
Solution:

Use beams / sticks to support the bridge.



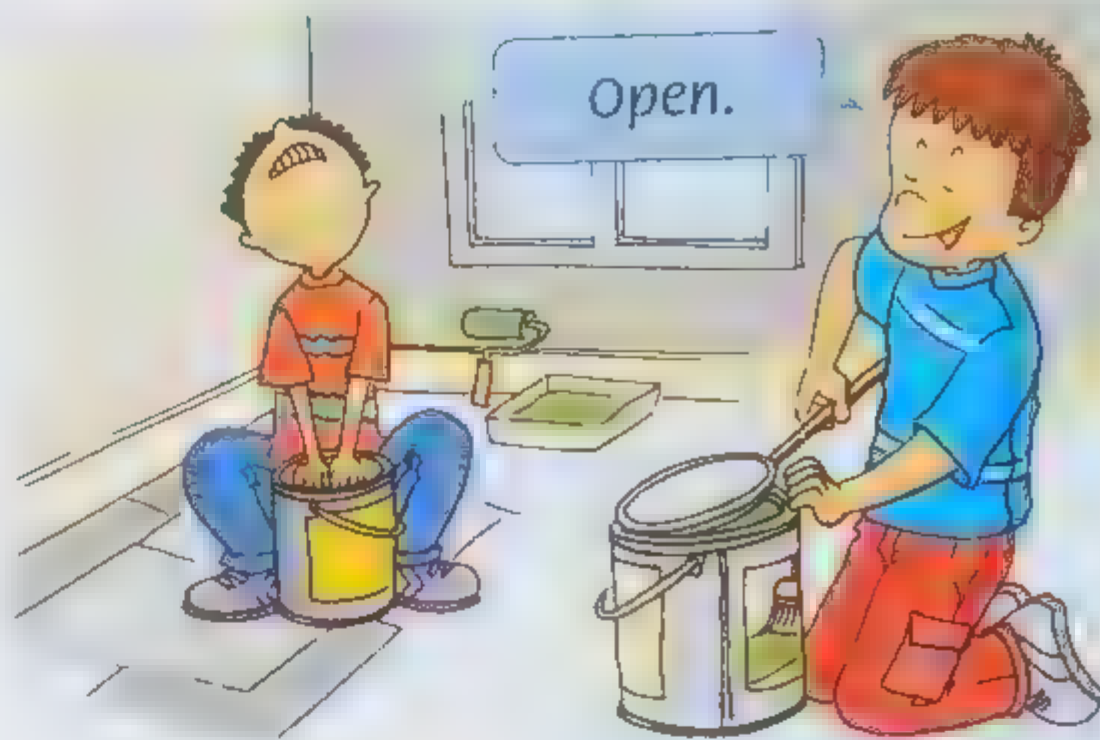
Science Fact

Eggshells are not easily crushed when being squeezed because of their arch shape. The arch is a very strong structure that has been used to build bridges for many years.



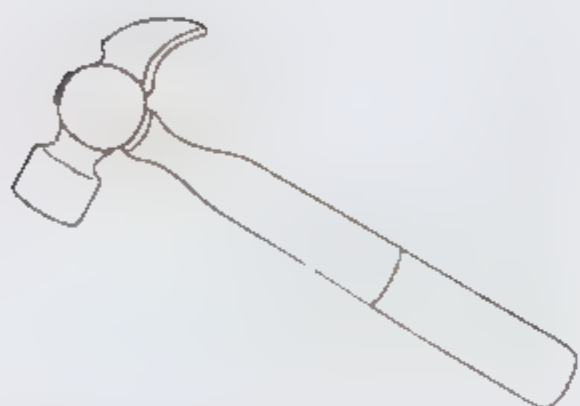
Levers

- Levers are simple machines that can make movement and force either larger or smaller.
- The point on which the lever pivots, or turns around, is called the fulcrum.

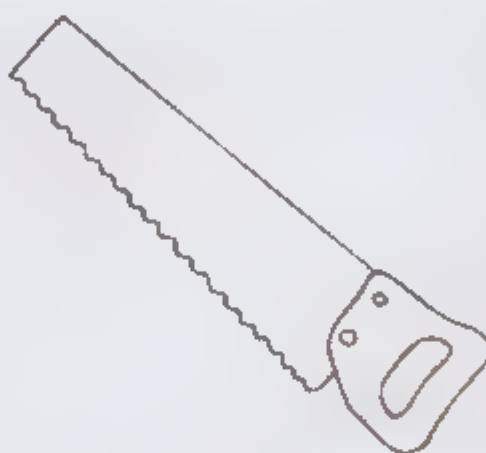


A. Colour the tools that are levers.

1.



2.



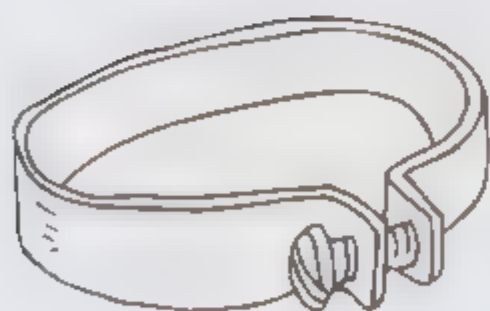
3.



4.



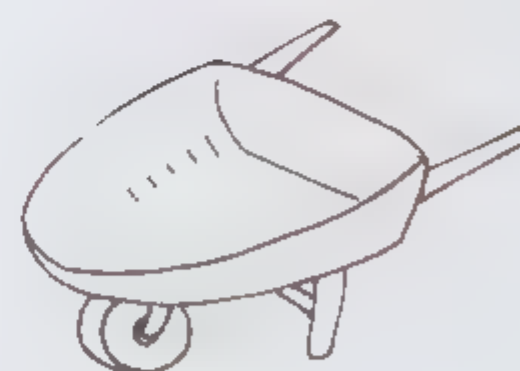
5.



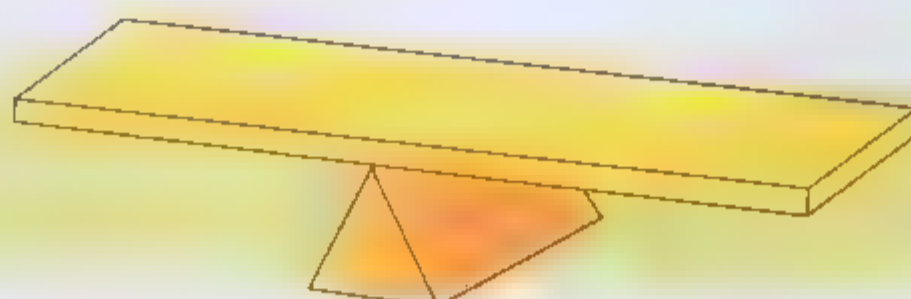
6.



7.



B. Circle the fulcrum in each lever.



C. Read what Daniel says. Help him do the experiment. Then use the given words to complete the record.

You need a broom and an open space to do this experiment. This experiment will tell you what happens when the fulcrum in a lever changes position.



easy little easier harder greater lesser

Part 1

Grab the handle of the broom with both hands. Sweep, being careful not to move the fulcrum.



Record

- _____ to sweep
- broom's sweep length: _____

Part 2

Slide your lower hand higher up the handle so that it is closer to your other hand. Sweep, noting any change in the force required to move the broom.



- _____ to sweep
- broom's sweep length: _____

Part 3

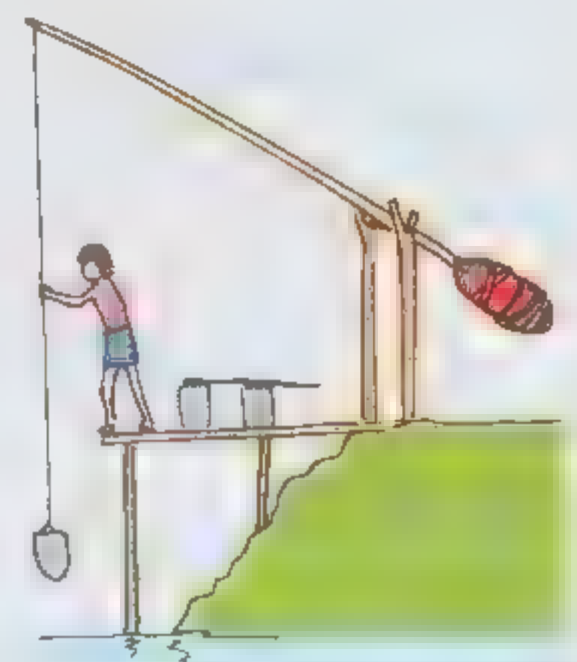
Slide your lower hand as far down the broom handle as you can. Sweep, again noting any changes in force.



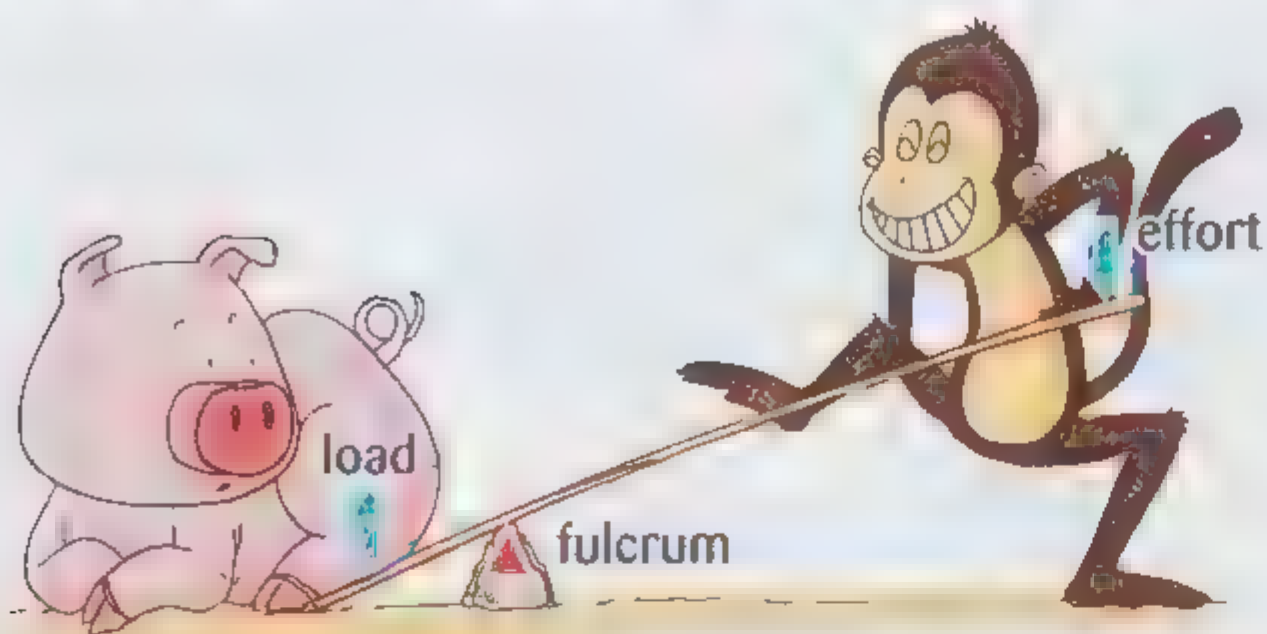
- _____ to sweep
- broom's sweep length: _____

Science Fact

The lever is the oldest of the simple machines. A shaduf was used by the ancient Egyptians around 3000 BCE. The counterweight made getting water from the river easier.

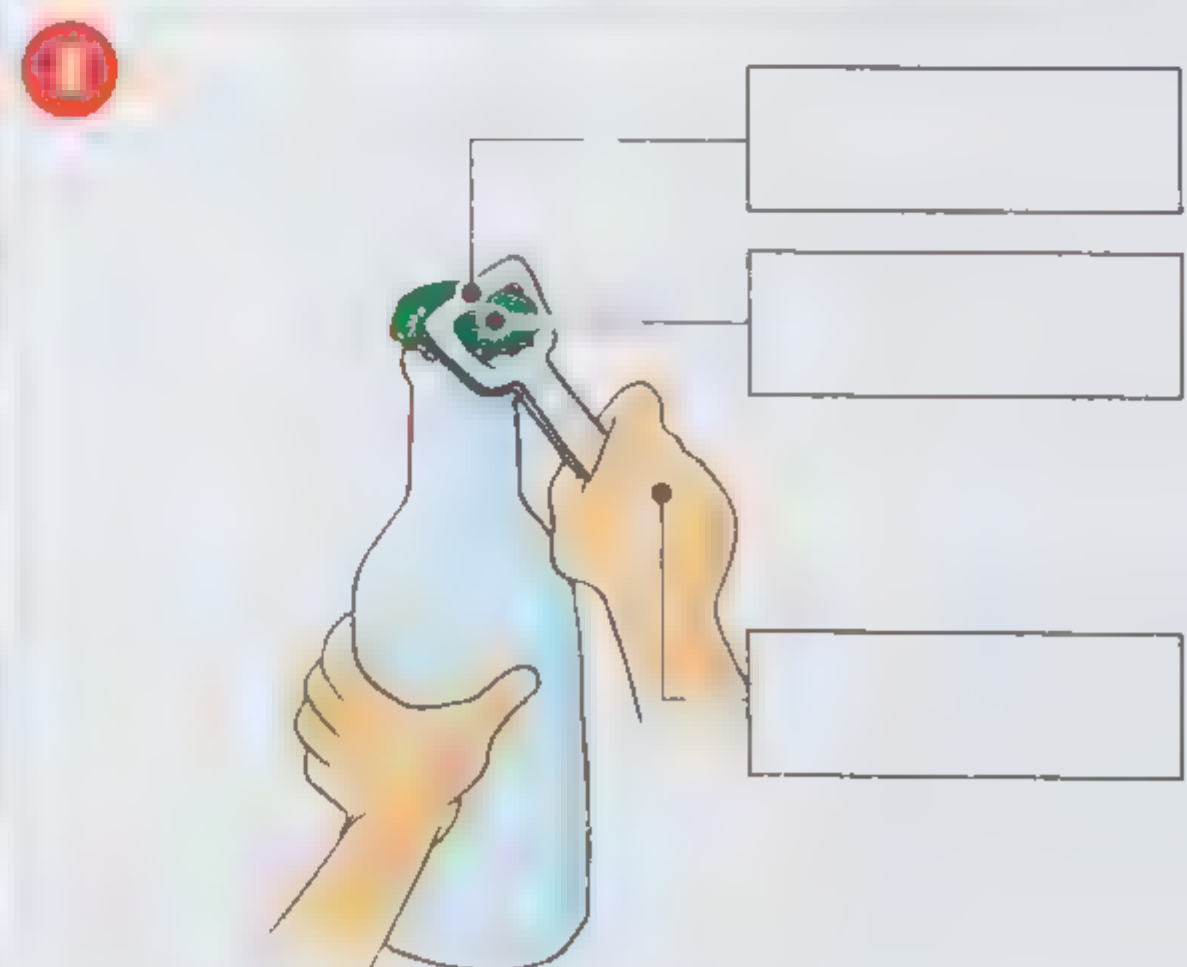
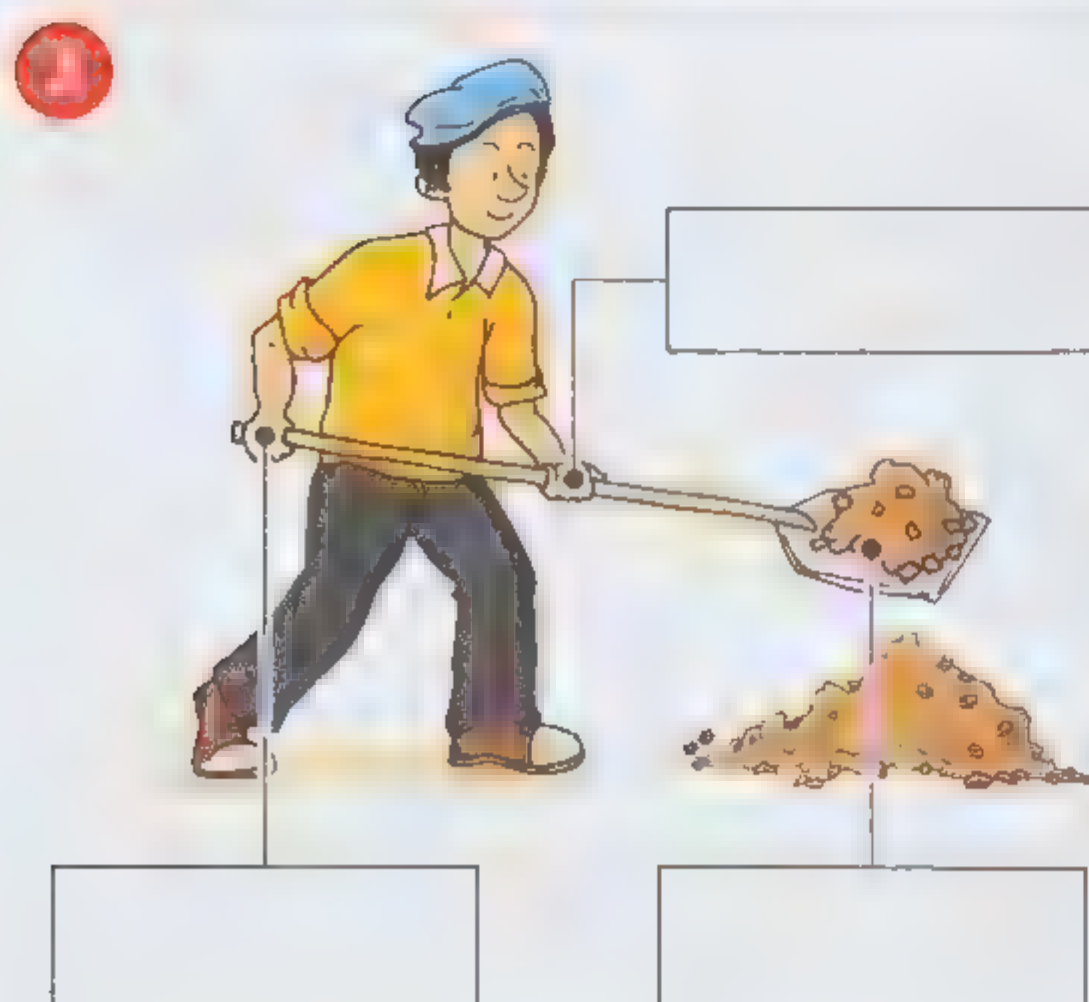
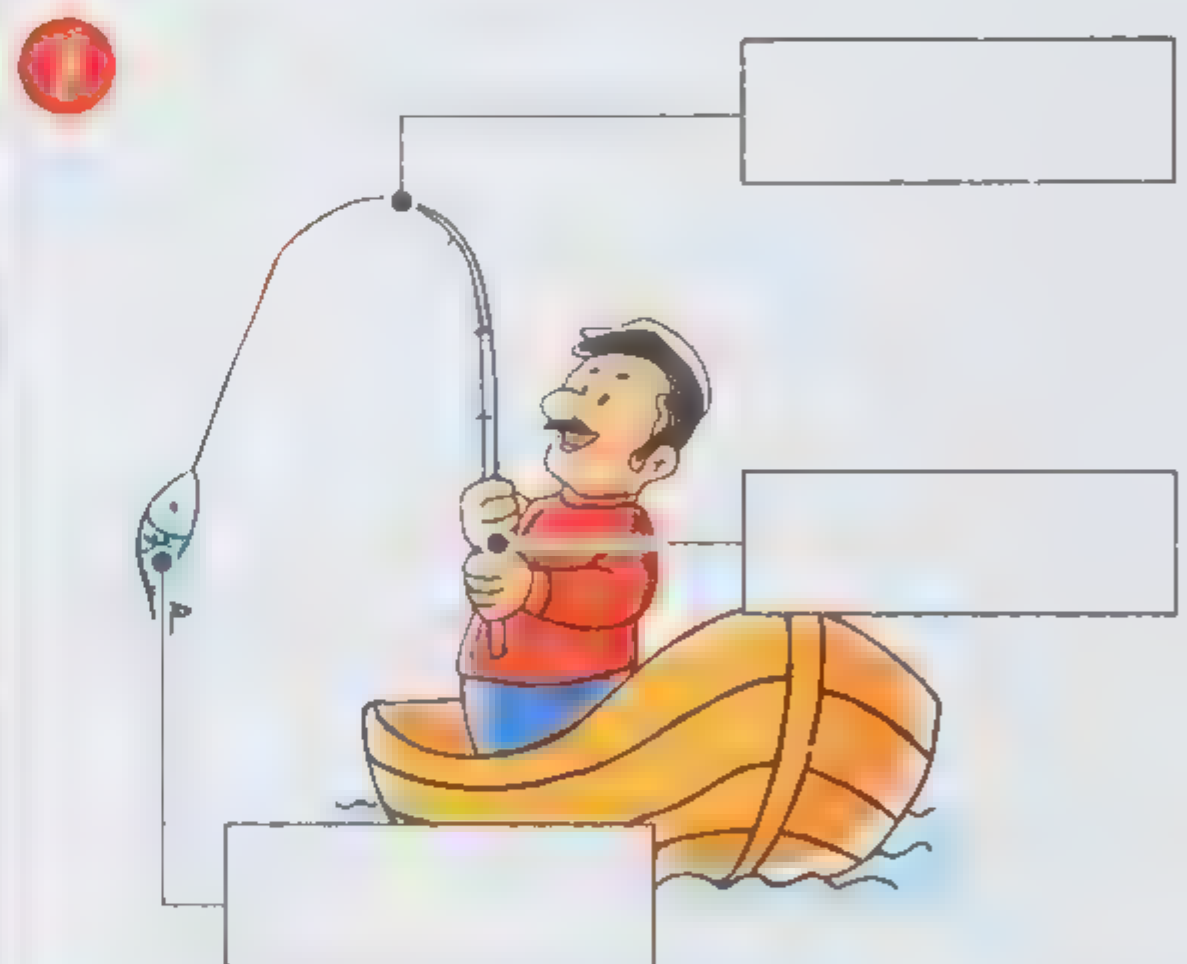
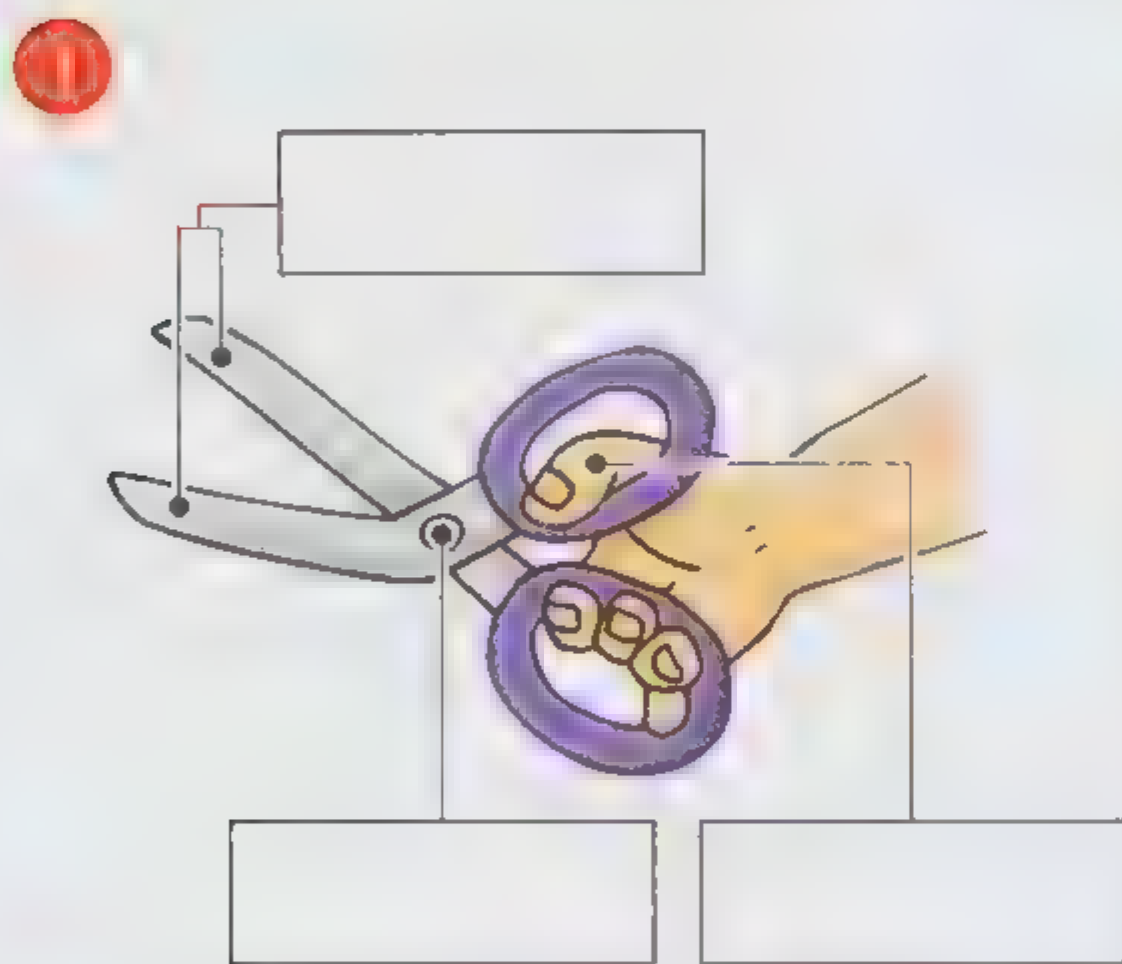


More about Levers



- A lever has three parts: the fulcrum, or pivot point, an effort, or a force that is put into the lever, and the load, which is the force that comes out of the machine.
- Changing the order of the fulcrum, effort force, and load force results in different machines that do different things.

A. Label each lever with "fulcrum", "effort", and "load".



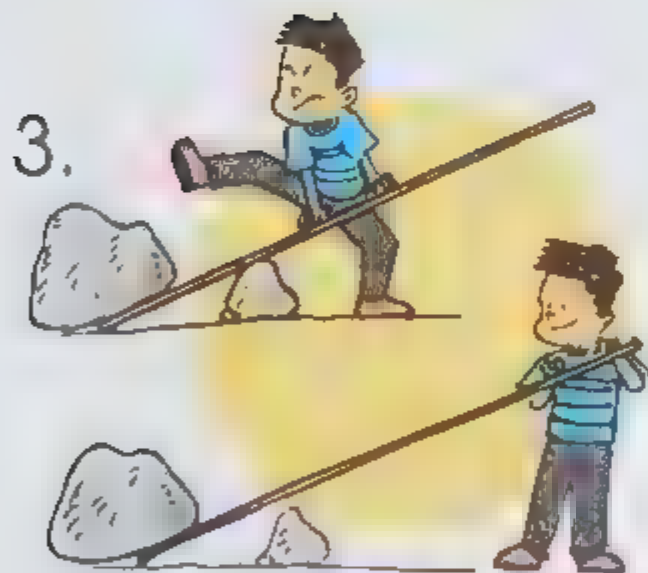
B. Look at the pictures. Fill in the blanks with the correct words to complete what Tom says.



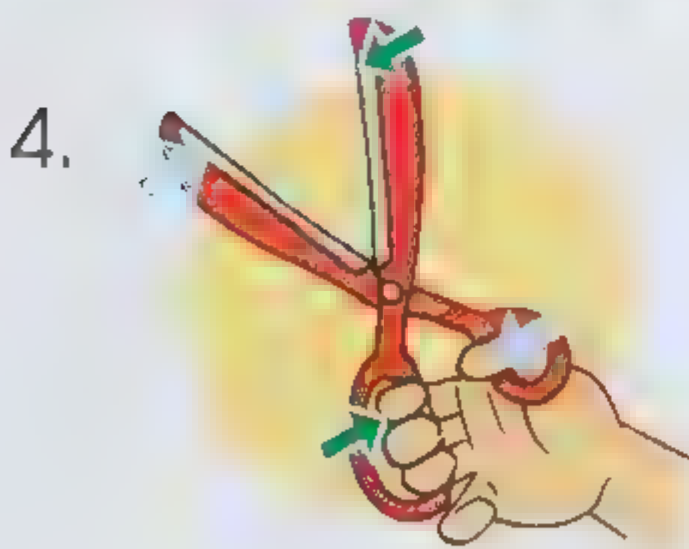
A shovel is an example of a _____ (lever/screw).



Levers are simple machines that make work _____ (harder/easier) for us.



The farther the effort force is from the fulcrum, the _____ (harder/easier) it is to move the load.



When we use scissors, the small movement our fingers make will result in a _____ (greater/smaller) movement made by the blades.



What do pianos, self-filling fountain pens, and old water pumps have in common?

They all make use of
LEVERS!



Soil

Hi, Mr. Soil.

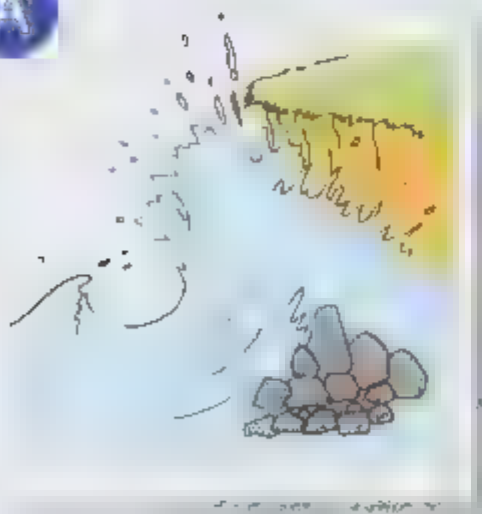
- Soil is the top layer of much of the Earth's land surface.
- Soil is a mixture of broken rock, humus (bits of dead plants and animal waste), air, and water.

A. Colour the soil in the picture brown.

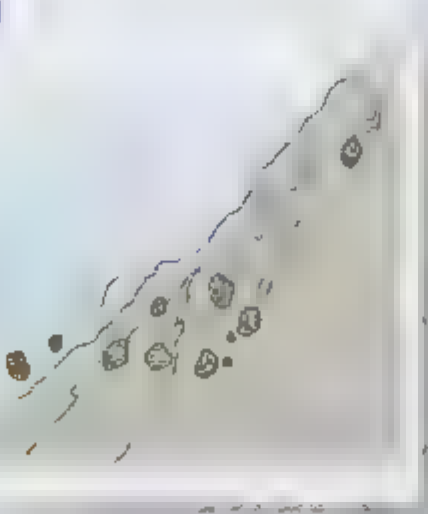


B. See how rock is broken down by nature in each picture. Write the missing letters to find the natural sources for this process.

A



B



C



A _ave_

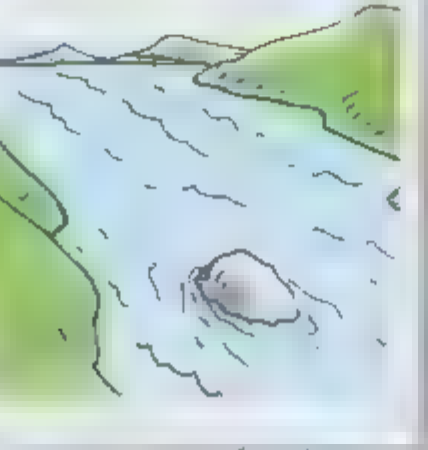
B r_i_

C p_an_s

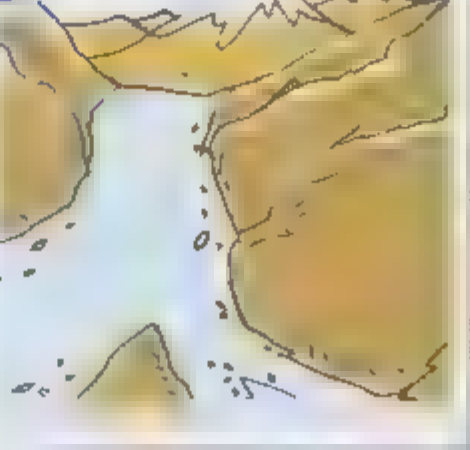
D



E



F



D w__d

E r_v_r

F gl_cie_

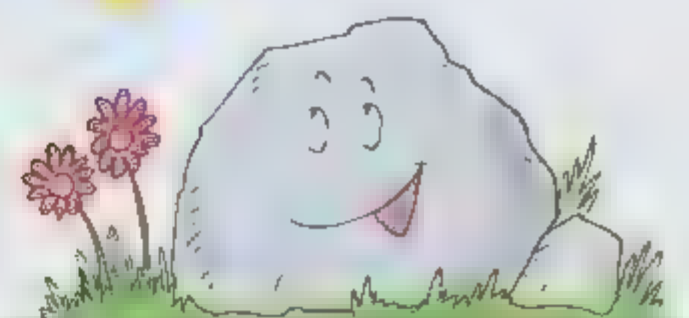
C. Humus is made from lots of things. Identify the things. Write the letters.



- A** something that a rabbit has left behind
- B** a tree's fall offering
- C** living things
- D** something a bird has dropped
- E** fallen fruit
- F** what's left of a tree

Science Fact

Because rock erosion happens very slowly, it takes thousands of years to make one centimetre of soil.



More about Soil

- We classify soil by the size of its rock particles.
- Each type of soil has different textures.
- The different types of soil can be found in different places.



A. Fill in the missing letters to complete the names of the soil types.



loam clay silt sand

-Types of Soil

- : has the smallest rock particles
- : has rock particles between the size of clay and sand particles
- s d: has the largest rock particles
- o : a mixture of clay, silt, and sandy soil

B. See what the children felt after touching the soil in the box. Write the names of the soil types given in part A on the lines.

1

This soil feels sticky and muddy.

2

This soil feels a little gritty and a little sticky.

3

This soil feels gritty like sand.

4

This soil feels smooth and slippery.

1. _____


2. _____


3. _____


4. _____

C. See what types of soil the children and the pig are describing. Write the names of the soil types on the lines.


clay silt sand loam

1.  The rock particles are so small in this soil, there is not a lot of room for air.

2.  This soil holds just enough air and water to keep most plants happy.

3.  With plenty of humus, this soil is used by plant nurseries.

4. a. Water drains easily from this soil.

 b. This soil absorbs water well.

c. When this soil dries, it repels water.

d. This soil is sometimes found near beaches.



We know air and water are ingredients of soil, but they are not just small ingredients. Air and water make up about half of most types of soil.



Soil Erosion



- Soil is lost when it is blown away by wind or carried away by rain or rivers. Mountain soil will gradually be lost due to gravity if the trees that hold it are cut down. This is soil erosion.
- Soil erosion can be prevented.

A. Fill in the blanks with the given words. Then draw lines to match the sentences with the correct pictures.

rain waves wind

Causes of Soil Erosion:

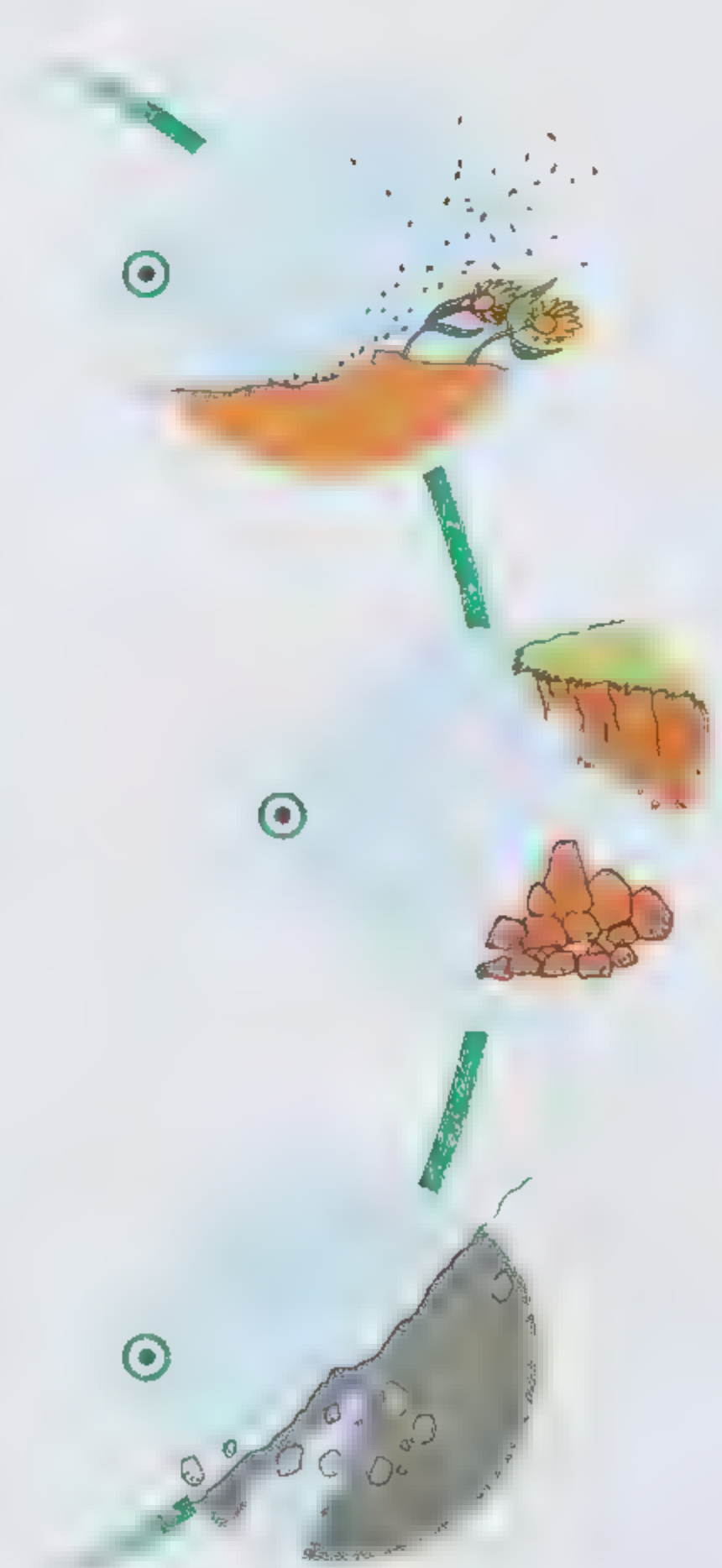
Soil can be washed away by heavy _____ .



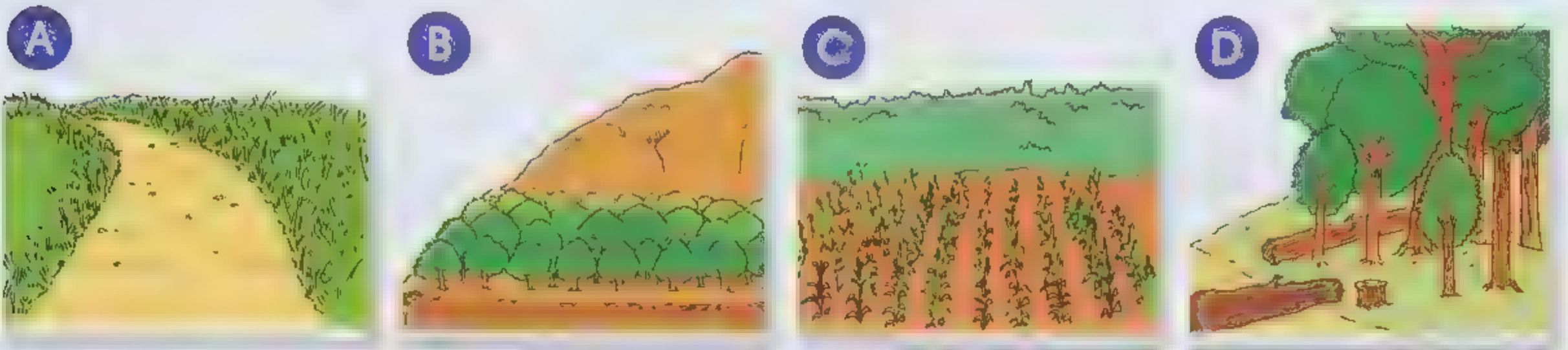
Soil can be blown away by strong _____ .



Soil can be lost to the water by _____ .



B. Match the methods of erosion prevention with the correct pictures. Write the letters.



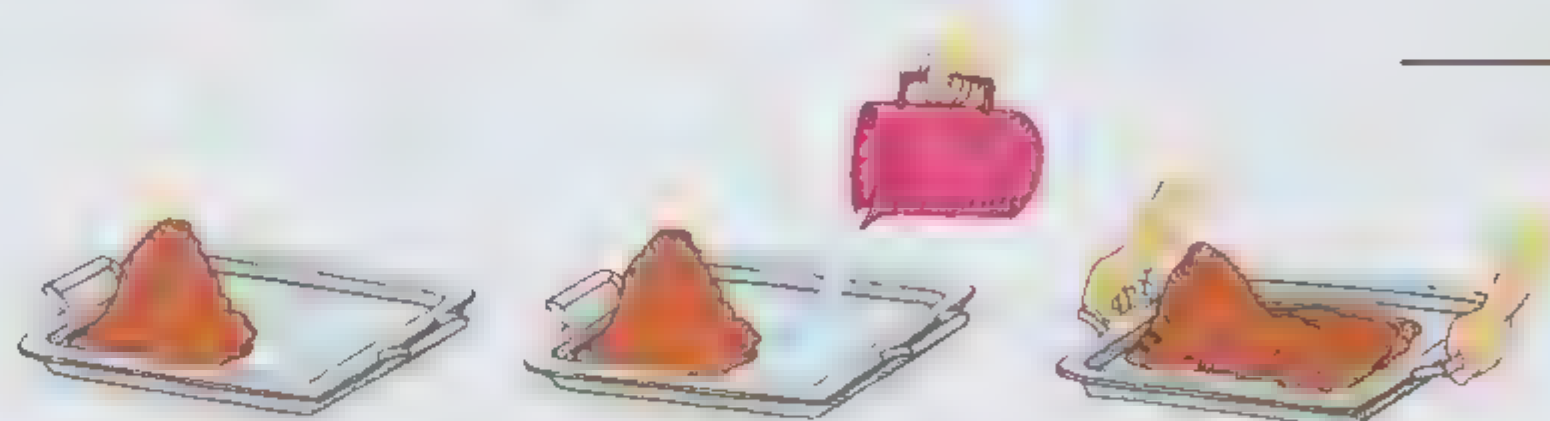
Methods of Erosion Prevention:

1. Planting in tiers prevents soil loss by gravity. _____
2. Hedgerows prevent soil erosion by wind. _____
3. Cover crops protect soil by holding it with the roots of plants. _____
4. Replanting logged slopes prevents soil loss on mountainsides. _____

Experiment

Things needed:

- a sample of soil
- an old cake pan
- water



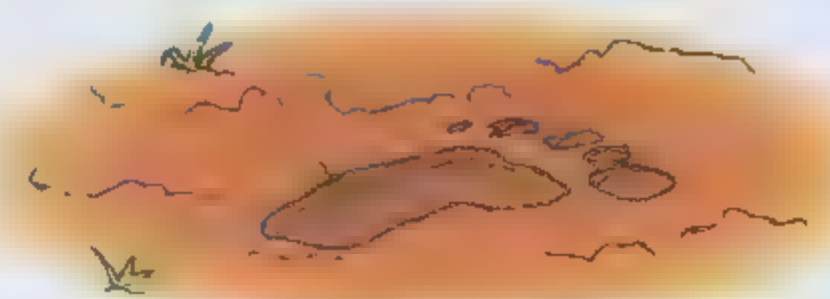
1. Pile the soil on one end of the pan so it looks like a miniature beach.
2. Slowly pour water into the other side of the pan – just enough to touch the beach.
3. Gently rock the pan so the water hits the soil like waves.

What happens to the soil?

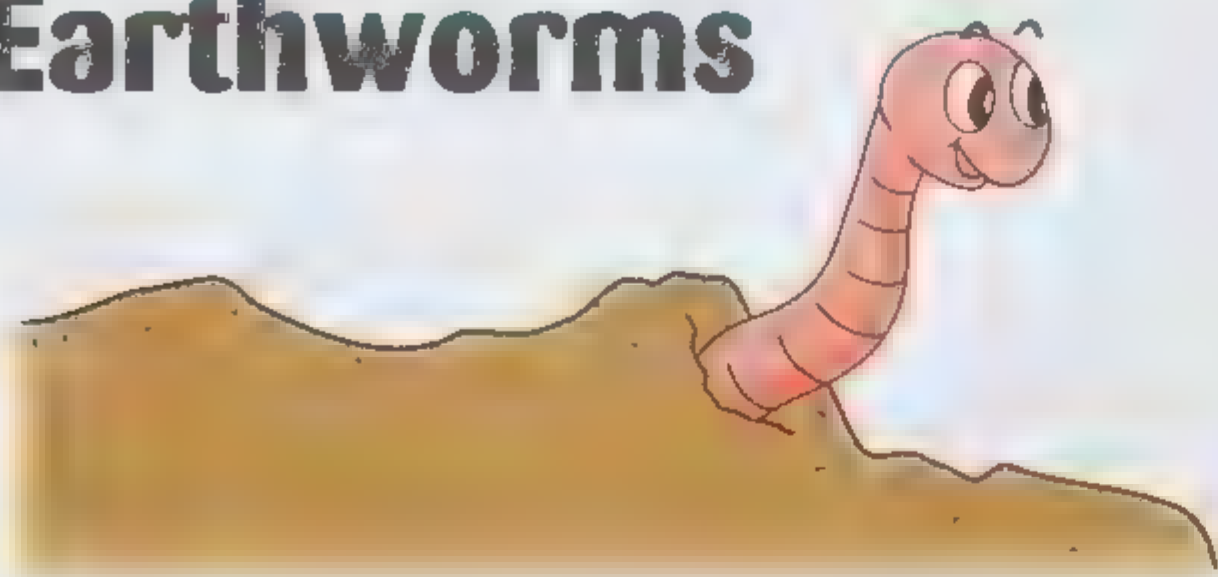


Science Fact

When soil is repeatedly walked on, it compacts. Because little air is left in the soil and water cannot be absorbed, plants cannot grow. What will happen next? With no plants to hold the soil: soil erosion.



Earthworms

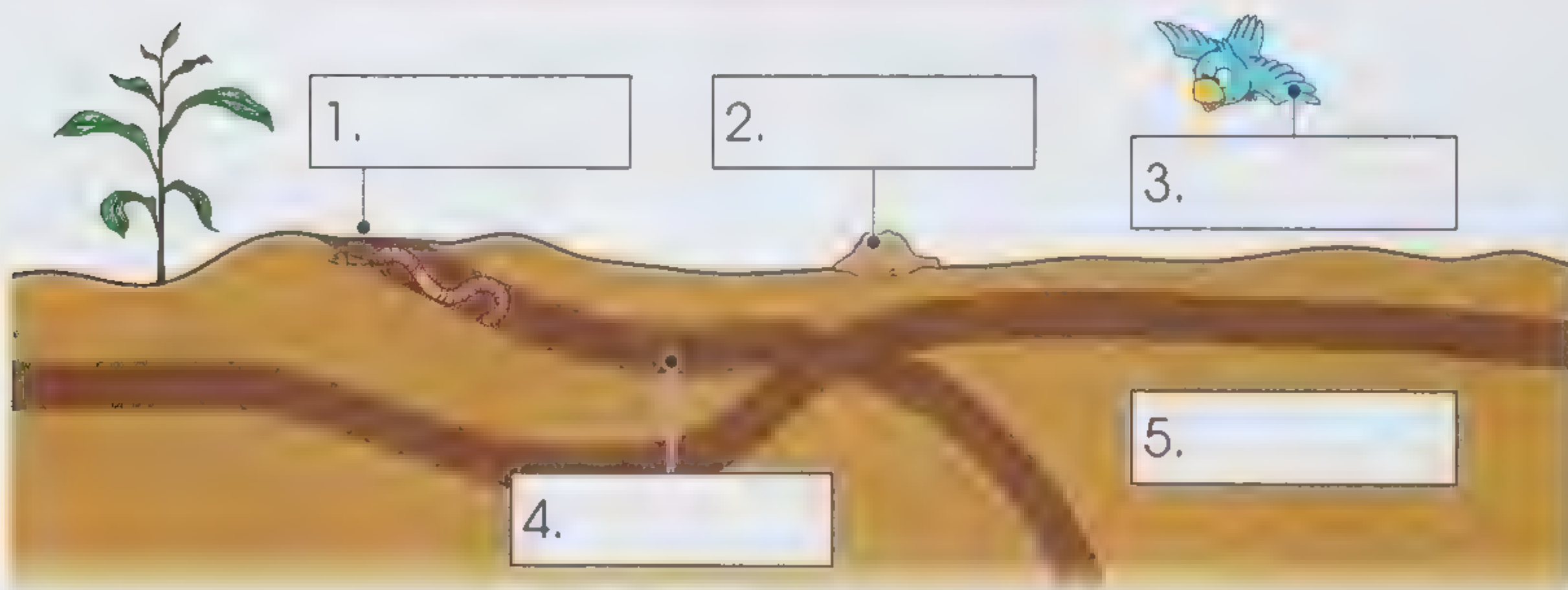


Importance of earthworms to soil:

- They mix up layers of soil and leave tunnels in the soil for air and water.
- They decompose dead leaves and animal waste, leaving nutrients for plants to grow well.

A. Look at the picture that shows a worm's life underground. Fill in the boxes with the given words.

habitat predator food tunnel castings

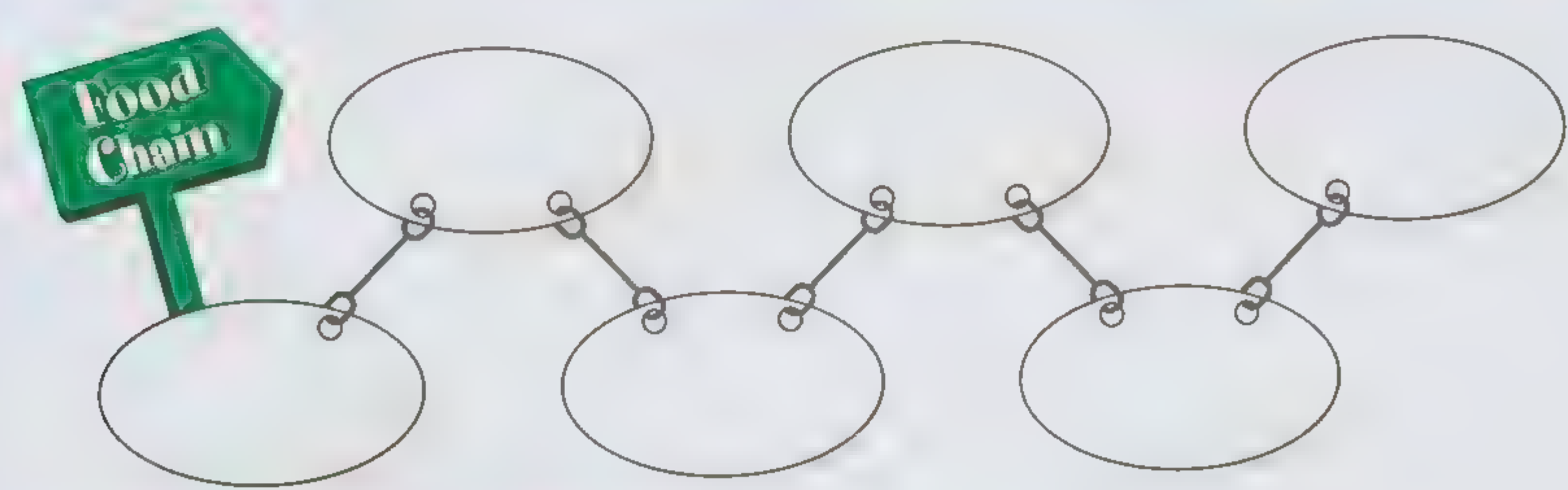
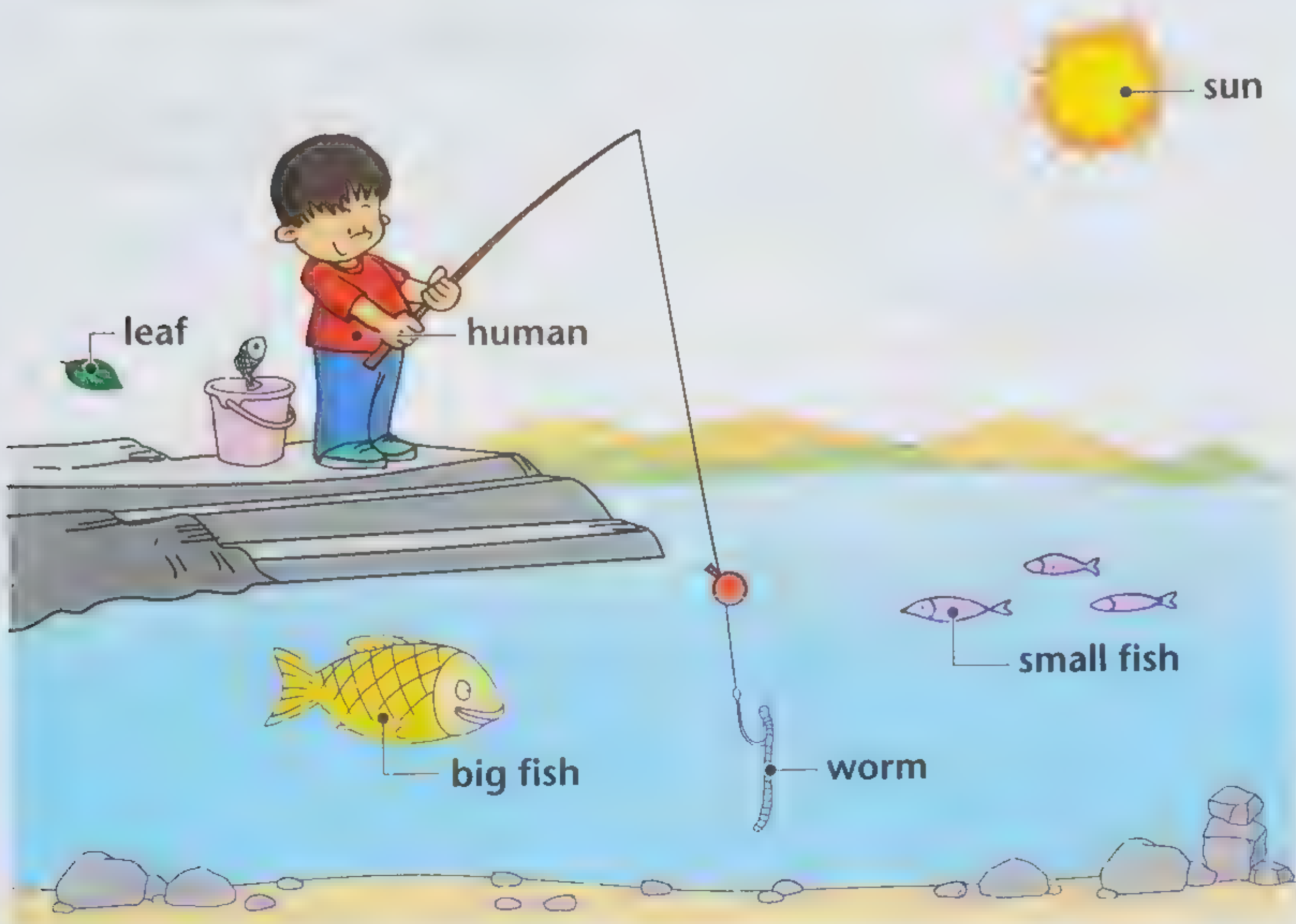


B. Match the words with their definitions.

1. annelid _____
2. nocturnal _____
3. omnivorous _____
4. decomposer _____
5. castings _____

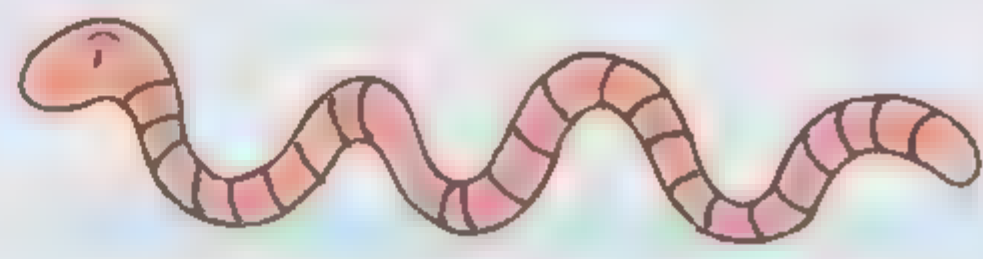
- A eats both plants and animals or their waste
- B helps break things down into smaller parts
- C the waste products of worms
- D active at night
- E a kind of animal that is divided into rings

C. Look at the picture. Fill in the blanks with the given words to complete the food chain.



Science Fact

Ribbon worms are marine worms that can grow as long as 30 m.



Creatures that Use Soil

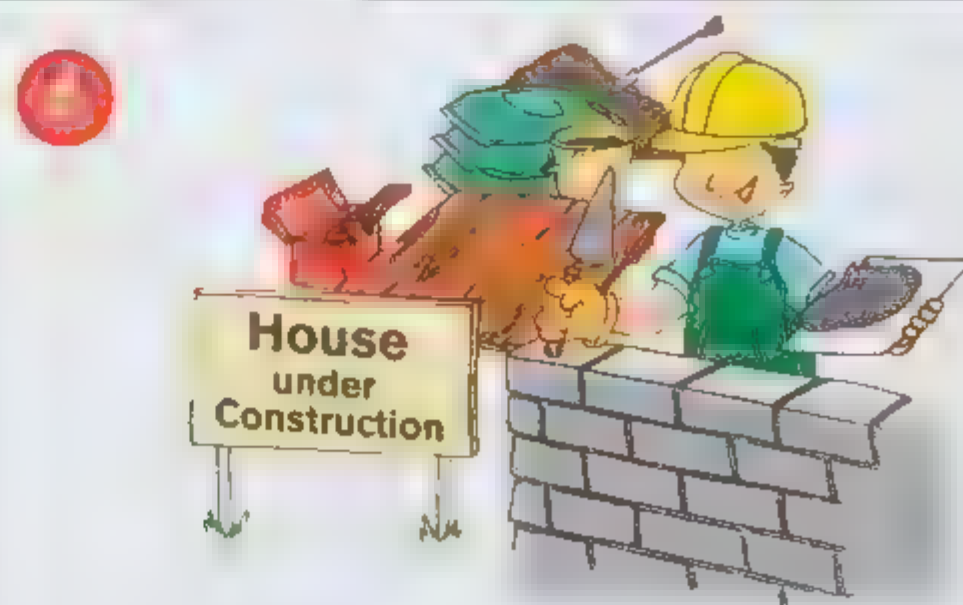
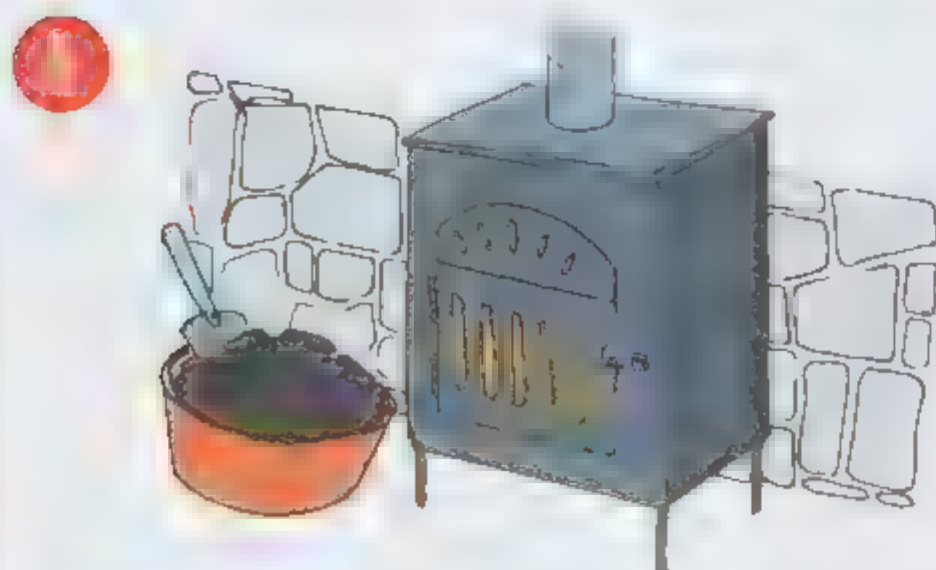
- People use soil for many different things.
- Soil is home to many animals.



A. People need soil for different things. Fill in the blanks with the given words to match the pictures.



soil field china
skin mud mask
flowerpot with soil
clay brick peat fuel



B. What animals live in soil? Use the picture clues and the given words to complete the puzzle.



marmot millipede mite
nematode pillbug snail
ant beetle centipede
cicada cricket earwig

Science Fact

We can learn about the lives of ancient peoples through the discovery of buried pottery, such as clay pieces from thousands of years ago.



Compost

- Composting is a process of decomposing plant and animal materials. It happens naturally on the floor of every forest.
- We can make compost in our backyards with material from our gardens and kitchens.

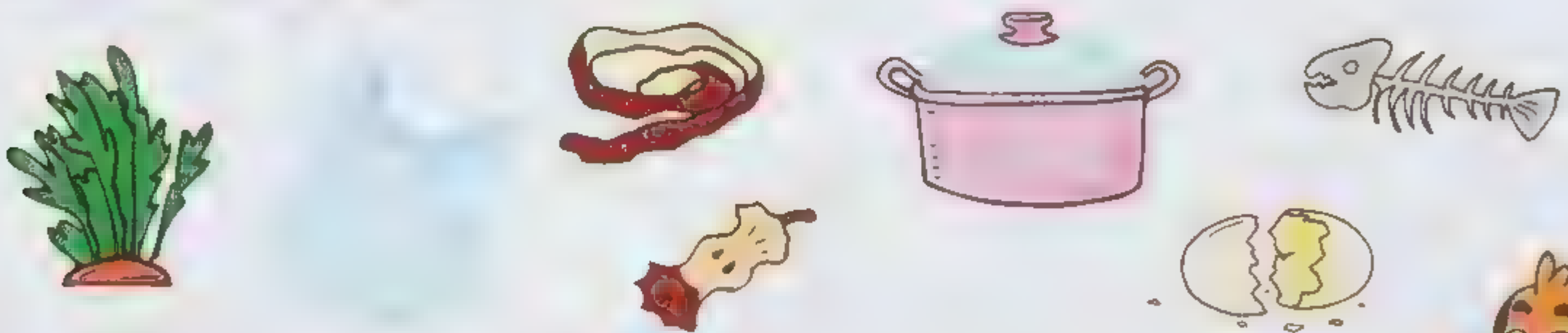


A. Read the compost recipe. Then put a cross X on the items that should not be put in the compost bin.

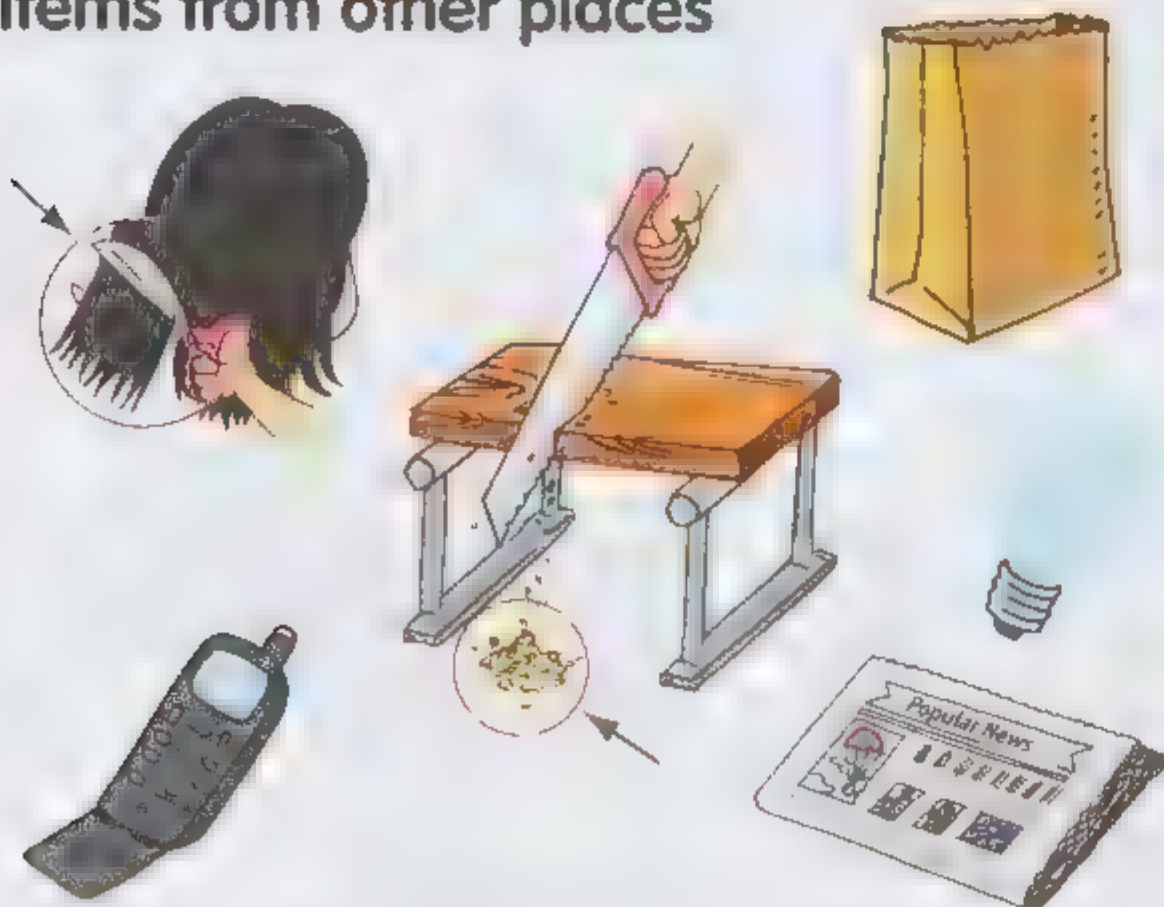
- Items from the garden



- Items from the kitchen



- Items from other places



Compost Recipe

- Organic matter *
- Air
- Water
- Micro-organisms **

* Use organic matter that was once alive and will break down easily, such as leaves and apple cores.

** Micro-organisms will add themselves to the compost pile – you cannot keep them away.



B. Write "true" or "false" for each statement.


1. Compost needs air to decompose. _____
2. A compost pile can get very hot in the middle. _____
3. A compost pile should be kept dry. _____
4. Micro-organisms, or very tiny creatures, are responsible for decomposition. _____

5.



Meat and dairy products should not be composted as they attract rodents.

C. Write the secret composting message on the line.

Composting is a **1**derful way to re-
organic  tems.



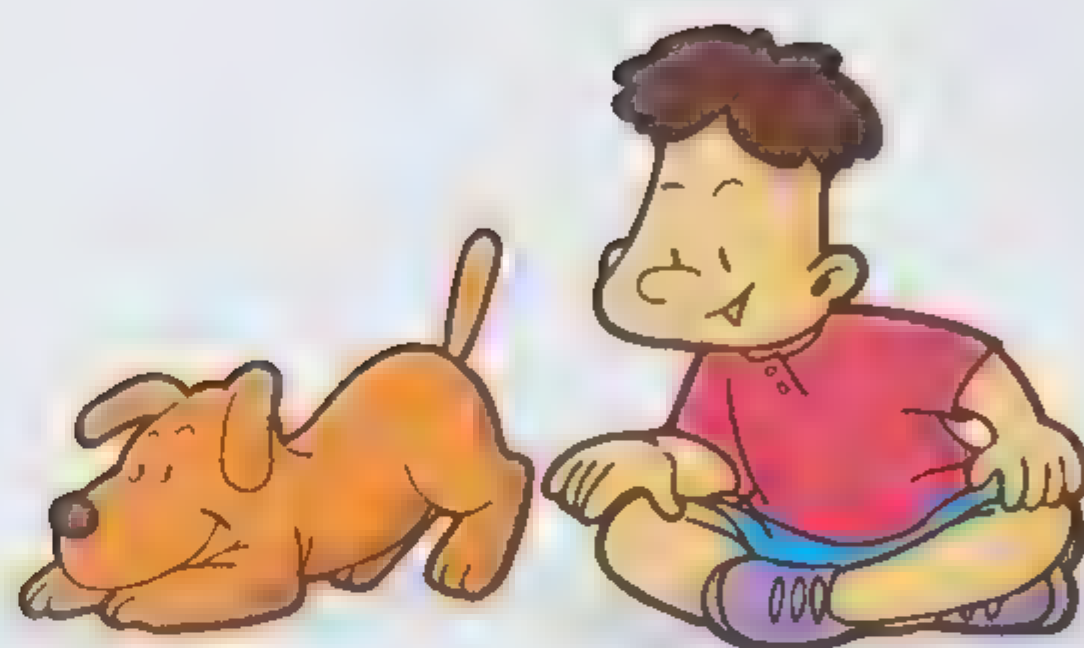
Add finished compost
to your garden, or spread it
under a tree



Science Fact

People who don't have backyards can still compost. Red wiggler worms kept in a bin are happy to receive kitchen wastes. This is called vermicomposting.

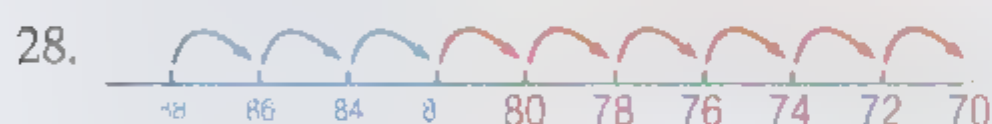




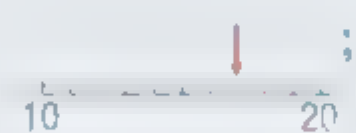
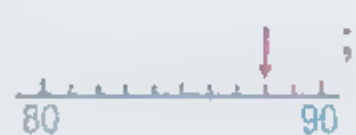
ANSWERS

1 Numbers to 100

1. 37; 39; 40; 41; 43
2. 71; 72; 74; 75; 76
3. 89; 90; 91; 94; 95
4. 57; 59; 60; 61; 62
5. 49
6. 92
7. 70
8. 18, 39, 58, 63
9. 30, 44, 53, 81
10. 14, 16, 46, 64
11. forty-five
12. sixty-two
13. ninety-eight
14. 26
15. 45
16. 91
17. 80
18. 64
19. 38
20. 72
21. 53
- 22-25. (Suggested answers)
22. 66
23. 29
24. 10
25. 44



29. 72; 66; 64; 60; 58
30. 80; 75; 65; 60; 55
31. 90; 80; 50; 40; 20
32. 34, 32, 30, 28; 2; 34
33. 60, 55, 50, 45; 5; 60



38. 84
39. 45; 54

2 Addition and Subtraction of 2-Digit Numbers

1. 53
2. 81
3. 81
4. 93
5. 87
6. 53
7. 80
8.
$$\begin{array}{r} 79 \\ + 50 \\ + 30 \\ \hline 80 \end{array}$$
9.
$$\begin{array}{r} 82 \\ + 20 \\ + 60 \\ \hline 80 \end{array}$$
10.
$$\begin{array}{r} 68 \\ + 10 \\ + 60 \\ \hline 70 \end{array}$$
11.
$$\begin{array}{r} 38 \\ + 10 \\ + 30 \\ \hline 40 \end{array}$$

12. A: 52 B: 23 C: 13
D: 18 E: 35 F: 28
G: 37 H: 6 I: 25
J: 18

13. D and J
14. A
15. B

$$\begin{array}{r} 16. 35 \\ + 70 \\ - 40 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 17. 27 \\ + 70 \\ - 40 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 18. \times; 49; 83 \\ + 15 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 19. \checkmark; 45 \\ + 15 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 20. 74 \\ + 16 \\ + 74 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 21. 35 \\ + 24 \\ + 35 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 22. 17 \\ + 16 \\ + 17 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 23. 18 \\ + 66 \\ + 18 \\ \hline 84 \end{array}$$

24. a. $48 + 48$; 96; 96
b. $86 - 48$; 38; 38

25. a. $42 - 36$; 6; 6
b. $36 + 42$; 78; 78

26. a. $62 + 5$; 67; 67
b. $75 - 62$; 13; 13

3 Numbers to 1000

1. 3; 5; 8; 358
2. 5; 4; 3; 543
3. 2; 9; 0; 290
4. A: 657 B: 524 C: 976
D: 3; 7; 5 E: 5 hundreds 8 tens 1 one
5. 524, 581
6. 524, 581
7. 652, 625, 256
8. 887, 878, 788
9. 940, 904, 490
10. 423; 437; 449

11. 795; 821; 834
12. Mon: 645 Tue: 503 Wed: 296
13. Monday
14. 300
15. 500



18. 25; 550, 575, 600, 625, 650
19. 10; 750, 760, 770, 780, 790
20. 5; 715, 720, 725, 730, 735
21. 999; 100
22. 399, 400, 401, 402, 403
23. (Suggested answer)
389, 390, 391, 392, 393
24. 6; 459, 495, 549, 594, 945, 954

4 Addition and Subtraction of 3-Digit Numbers (1)

1. 339 2. 699 3. 495
4. 767 5. 568 6. 168
7. 836 8. 496 9. 398

10. 829

11. A: 448 B: 388
C: 388 D: 497

Answers greater than 450: D

Answers smaller than 450: A, B, C

12.
$$\begin{array}{r} \textcircled{1} \\ 327 \\ + 459 \\ \hline 786 \end{array}$$
 13.
$$\begin{array}{r} \textcircled{1} \\ 436 \\ + 127 \\ \hline 563 \end{array}$$
 14.
$$\begin{array}{r} \textcircled{1}\textcircled{1} \\ 85 \\ + 516 \\ \hline 601 \end{array}$$

15.
$$\begin{array}{r} \textcircled{1}\textcircled{1} \\ 652 \\ + 149 \\ \hline 801 \end{array}$$
 16.
$$\begin{array}{r} \textcircled{1}\textcircled{1} \\ 584 \\ + 266 \\ \hline 850 \end{array}$$
 17.
$$\begin{array}{r} \textcircled{1}\textcircled{1} \\ 298 \\ + 298 \\ \hline 596 \end{array}$$

18. 446 19. 639 20. 822
21. 801 22. 494 23. 876
24. A: 537 B: 231 C: 490
D: 555 E: 602 F: 251
G: 318

555 = D 251 = F
231 = B 318 = G

25. 241 26. 421 27. 211
28. 309 29. 274 30. 338
31. 175 32. 221 33. 147
34. 249

35. A: 397 B: 236
C: 142 D: 421
D, A, B, C

36. a.
$$\begin{array}{r} 245 \\ + 173 \\ \hline 418 \end{array}$$
 ; 418 b.
$$\begin{array}{r} 245 \\ - 173 \\ \hline 72 \end{array}$$
 ; 72
37. a.
$$\begin{array}{r} 318 \\ - 57 \\ \hline 261 \end{array}$$
 ; 261 b.
$$\begin{array}{r} 318 \\ + 261 \\ \hline 579 \end{array}$$
 ; 579
38. a.
$$\begin{array}{r} 362 \\ - 287 \\ \hline 75 \end{array}$$
 ; 75 b.
$$\begin{array}{r} 362 \\ + 287 \\ \hline 649 \end{array}$$
 ; 649

5 Addition and Subtraction of 3-Digit Numbers (2)

1. 507 2. 750 3. 229
4. 585 5. 253 6. 907
7. 773 8. 123
9.
$$\begin{array}{r} 362 \\ + 162 \\ \hline 524 \end{array}$$
 ; 162 10.
$$\begin{array}{r} 46 \\ + 154 \\ \hline 200 \end{array}$$
 ; 154

11.
$$\begin{array}{r} 232 \\ + 173 \\ \hline 405 \end{array}$$

12.
$$\begin{array}{r} 53 \\ + 318 \\ \hline 371 \end{array}$$

13.
$$\begin{array}{r} 613 \\ + 400 \\ \hline 1013 \end{array}$$

14.
$$\begin{array}{r} 798 \\ + 700 \\ \hline 1498 \end{array}$$

15.
$$\begin{array}{r} 644 \\ - 800 \\ \hline -156 \end{array}$$

16.
$$\begin{array}{r} 258 \\ - 600 \\ \hline -342 \end{array}$$

17.
$$\begin{array}{r} 319 \\ + 254 \\ \hline 573 \end{array}$$
 ;
$$\begin{array}{r} 319 \\ - 254 \\ \hline 65 \end{array}$$

18.
$$\begin{array}{r} 608 \\ + 73 \\ \hline 681 \end{array}$$
 ;
$$\begin{array}{r} 608 \\ - 73 \\ \hline 535 \end{array}$$

19.
$$\begin{array}{r} 462 \\ + 353 \\ \hline 815 \end{array}$$
 ;
$$\begin{array}{r} 462 \\ - 353 \\ \hline 109 \end{array}$$

20.
$$\begin{array}{r} 224 \\ + 537 \\ \hline 761 \end{array}$$
 ;
$$\begin{array}{r} 537 \\ - 224 \\ \hline 313 \end{array}$$

21.
$$\begin{array}{r} 176 \\ + 413 \\ \hline 589 \end{array}$$
 ;
$$\begin{array}{r} 413 \\ - 176 \\ \hline 237 \end{array}$$

22.
$$\begin{array}{r} 821 \\ + 117 \\ \hline 938 \end{array}$$
 ;
$$\begin{array}{r} 821 \\ - 117 \\ \hline 704 \end{array}$$

23. a. 321 b. 237 24. a. 503 b. 276
25. a. 413 b. 165 26. a. 735 b. 188
27. A: 240 B: 590 C: 181
B
28. A: 307 B: 601 C: 237
C
29. 218 + 174 ; 392 ; 392
30. 182 + 203 ; 385 ; 385
31. 182 - 79 ; 103 ; 103
32. 203 - 174 ; 29 ; 29
33. 154 - 68 ; 86 ; 86

6 Length and Distance

1. m 2. km 3. cm
4. m 5. km 6. cm
7. m 8. cm 9. km
10. m 11. cm

12. (Individual estimates)

A: 11 cm

B: a bit shorter than 10 cm

C: a bit longer than 7 cm

D: a bit longer than 9 cm

13. 5 cm ; Draw a pencil which is about 7 cm long.

14. A: 3 cm ; B: 5 cm ; Draw a tree which is a bit shorter than 5 cm.

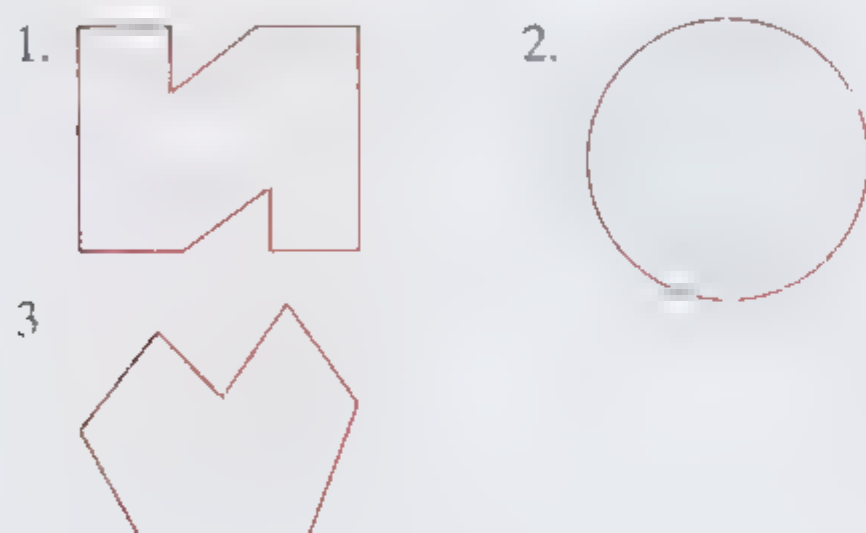
15. A: 11 cm B: 9 cm C: 11 cm
16. a. 65 b. 65 c. 50

17 a and 18 a.



17. b. 45 18. b. 30
19. Mrs. Saura or Mrs. Smith

7 Perimeter and Area



4. A: 12 cm B: 14 cm C: 10 cm
D: 12 cm E: 16 cm F: 20 cm
5. (Individual estimates)
Square: 16 cm Hexagon: 22 cm
Rectangle: 22 cm Pentagon: 15 cm
Triangle: 12 cm

6. (Suggested drawings)



8. (Individual estimates)
Square: 16 Pentagon: 18
Hexagon: 10 Triangle: 20
Rectangle: 18

9. the triangle

10. 8

11. (Suggested drawings)



12. 48, 12 13. smaller
14. : 24

8 Time and Temperature

1. 05 ; 5 2. 6 ; 7 3. 20 ; 20
4. A: 10:25 ; 25 min past 10
B: 5:55 ; 5 min to 6
C: 2:35 ; 25 min to 3
D: 12:10 ; 10 min past 12
E: 11:50 ; 10 min to 12

5. B ; A ; F ; D ; C ; E

6.
 ⑤ 5:54 (evening) ① 8:13 (morning)
 Watch a movie Visit Grandma
 fifty-four minutes after five o'clock thirteen minutes after eight o'clock
 ② 10:27 (morning) ③ 12:03 (afternoon)
 Get a haircut Have lunch with Peter
 twenty-seven minutes after ten o'clock three minutes after twelve o'clock
 ④ 3:32 (afternoon) ⑥ 3:32 (afternoon)
 Go to the library thirty-two minutes after three o'clock

7.
$$\begin{array}{r} 39 \\ - 14 \\ \hline 25 \end{array}$$
 8.
$$\begin{array}{r} 13 \\ - 21 \\ \hline 13 \end{array}$$

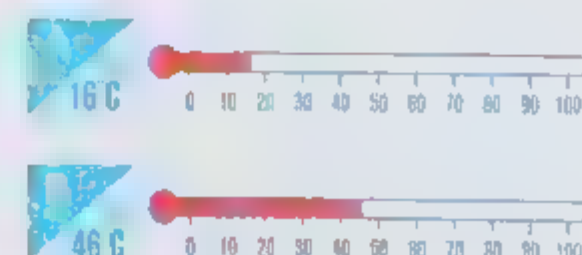
 9.
$$\begin{array}{r} 12 \\ - 39 \\ \hline 27 \end{array}$$
 10. Sally



b. B ; A

b. B ; A

13. ; A



9 Money



5. (Individual estimates)
Jason: 9 ; 6
Elaine: 8 dollars 69 cents
Kevin: 7 dollars 50 cents
Sally: 5 dollars 50 cents
Bruce: 9 dollars
6. Jason 7. Sally
8. 4 ; 81 ; 4.81
9. 8 dollars 52 cents ; \$8.52
10. 6 dollars 85 cents ; \$6.85
11. 45 ; 2 ; 45 ; 2.45 12. 400 ; 4 ; 8 ; 4.08



- 14.
- 15.
- 16.
- 17.

10 Addition and Subtraction with Money

1.
$$\begin{array}{r} 3 \text{ } 21 \\ + 2 \text{ } 38 \\ \hline 5 \text{ } 59 \end{array}$$
2.
$$\begin{array}{r} 2 \text{ } 38 \\ + 3 \text{ } 27 \\ \hline 5 \text{ } 65 \end{array}$$
3.
$$\begin{array}{r} 3 \text{ } 21 \\ + 4 \text{ } 49 \\ \hline 7 \text{ } 70 \end{array}$$
4.
$$\begin{array}{r} 3 \text{ } 27 \\ + 4 \text{ } 49 \\ \hline 7 \text{ } 76 \end{array}$$
5.
$$\begin{array}{r} 2 \text{ } 38 \\ + 4 \text{ } 49 \\ \hline 6 \text{ } 87 \end{array}$$
6.
$$\begin{array}{r} 3 \text{ } 21 \\ + 3 \text{ } 27 \\ \hline 6 \text{ } 48 \end{array}$$
7. C and D
8.
$$\begin{array}{r} 3.25 \\ - 3 \text{ } 21 \\ \hline 04 \end{array}$$
9.
$$\begin{array}{r} 4.30 \\ - 3 \text{ } 27 \\ \hline 1 \text{ } 03 \end{array}$$
10.
$$\begin{array}{r} 3.45 \\ - 2 \text{ } 38 \\ \hline 1 \text{ } 07 \end{array}$$
11.
$$\begin{array}{r} 6 \\ - 4 \text{ } 49 \\ \hline 1 \text{ } 51 \end{array}$$
12. R & A Superstore
- | | |
|----------|----------|
| Puzzle | \$ 4.89 |
| Crackers | \$ 3.19 |
| Total | \$ 8.08 |
| CASH | \$ 10.00 |
| CHANGE | \$ 1.92 |
13. R & A Superstore
- | | |
|-----------|---------|
| Detergent | \$ 1.88 |
| Bread | \$ 2.16 |
| Total | \$ 4.04 |
| CASH | \$ 4.25 |
| CHANGE | \$ 0.21 |
14. R & A Superstore
- | | |
|----------|---------|
| Puzzle | \$ 3.19 |
| Crackers | \$ 2.16 |
| Total | \$ 5.35 |
| CASH | \$ 6.00 |
| CHANGE | \$ 0.65 |
15. R & A Superstore
- | | |
|-----------|---------|
| Detergent | \$ 1.88 |
| Detergent | \$ 1.88 |
| Total | \$ 3.76 |
| CASH | \$ 5.00 |
| CHANGE | \$ 1.24 |

16. R & A Superstore

Bread	\$ 2.16
Puzzle	\$ 4.89
Total	\$ 7.05
CASH	\$ 7.25
CHANGE	\$ 0.20

17. R & A Superstore

Soap	\$ 3.19
Detergent	\$ 8.81
Total	\$ 12.00
CASH	\$ 10.00
CHANGE	\$ 2.00

18. 1.23 ; $\begin{array}{r} 4\ 100 \\ -\ 3\ 77 \\ \hline 1\ 23 \end{array}$

19. 2.17 ; $\begin{array}{r} 6\ 42 \\ -\ 4\ 25 \\ \hline 2\ 17 \end{array}$

20. 7.32 ; $\begin{array}{r} 3\ 66 \\ +\ 3\ 66 \\ \hline 7\ 32 \end{array}$

21. 8.91 ; $\begin{array}{r} 5\ 27 \\ +\ 3\ 64 \\ \hline 8\ 91 \end{array}$

22. $4.77 + 4.77 = 9.54$;
No, he needs 4¢ more.

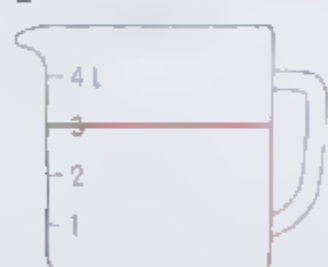
11 Capacity and Mass

1. about 1 L: C, F
less than 1 L: B, D, E, G
more than 1 L: A, H, I

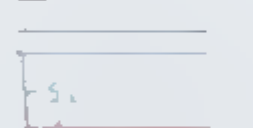
2. I

3. E

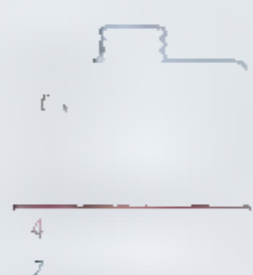
4.



5.



6.



7. more than 200 L

8. about 100 L

9. less than 1 L

10. A: three quarters

B: three quarters of a litre

C: a quarter of a litre

D: half a litre

11. a quarter ; 4

12. 50 L ; 25

13. Flour: 3 kg

Pumpkin: 5 kg

Rock: 8 kg

Frog: 6 kg

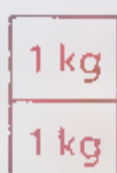
Watermelon: 5 kg

Tin Soldier: 4 kg

14. pumpkin ; watermelon

15. 2

16.



17. A: three quarters

B: a quarter of a kilogram

C: half a kilogram

D: three quarters of a kilogram

18. a. 4

b. 8

c. 2

19. a. 5

b. more

c. 8

12 Multiplication (1)

1.



$3 + 3 + 3 ; 7 ; 7 ; 21$

2.



$4 + 4 + 4 + 4 + 4 ; 6 ; 4 ; 6 ; 4 ; 24$

3.



$5 + 5 + 5 + 5 + 5 ; 6 ; 5 ; 6 ; 5 ; 30$

4. $4 ; 4 ; 4 ; 28$

5. $5 ; 5 ; 5 ; 45$

6. $5 ; 5 ; 5 ; 25$

7. $8 ; 8 ; 8 ; 16$

8. $4 ; 6 ; 24$

9. $6 ; 3 ; 18$

10. $5 ; 4 ; 20$

11. $2 ; 8 ; 16$

12.



13.



14.

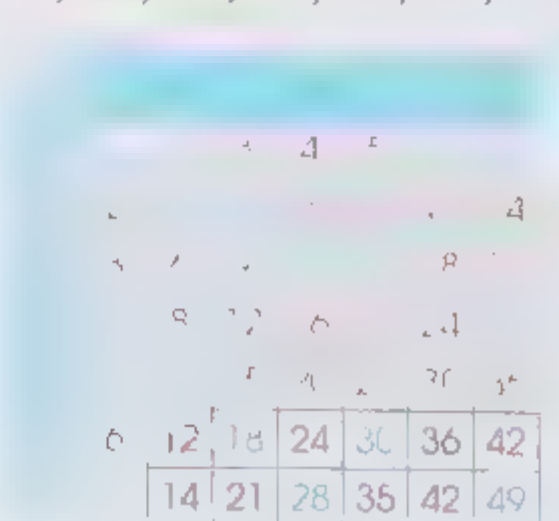


15. $6 ; 12 ; 18 ; 24 ; 30 ; 36 ; 42 ; 48 ; 54$

16. $2 ; 4 ; 6 ; 8 ; 10 ; 12 ; 14 ; 16 ; 18$

17. $5 ; 10 ; 15 ; 20 ; 25 ; 30 ; 35 ; 40 ; 45$

18.



19. 24 20. 15 21. 14
22. 36 23. 20 24. 42
25. 24

13 Multiplication (2)

1. 27 2. 32 3. 30
4. 42 5. 14 6. 25
7. 24 8. 15 9. 24
10. 28 11. 45 12. 36
13. 48 14. 35 15. 8
16. 7 17. 3 18. 7
19. 24;
$$\begin{array}{r} 24 \\ \times 4 \\ \hline 96 \end{array}$$


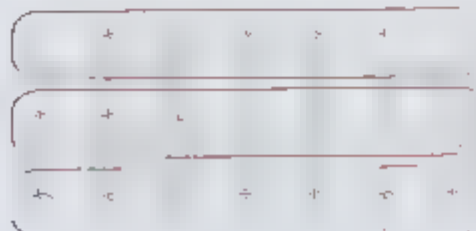
20. 18;
$$\begin{array}{r} 18 \\ \times 3 \\ \hline 54 \end{array}$$

21. 28;
$$\begin{array}{r} 28 \\ \times 4 \\ \hline 112 \end{array}$$


22. 6 key chains;
$$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$$
;
$$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$$

23. a.
$$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$$
; 16 b.
$$\begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array}$$
; 28
24. a.
$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$
; 18 b.
$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$$
; 30
25. a.
$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$
; 30 b.
$$\begin{array}{r} 2 \\ \times 7 \\ \hline 14 \end{array}$$
; 14
26. Tina: 28; 8; 36
Eva: 10; 16; 26
Susan: 35; 5; 40
27. Susan 28. Eva
29. No 30. 18

14 Division (1)

1.  : 15; 5
2.  : 21; 3

3.  : 20; 4

4.  : 7

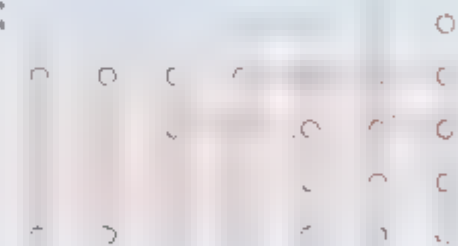
5.  ;


6.  ;

7.  ;

8. 6;  ;

9. 7;  ;

10. 5;  ;

11. 3;  ;

12. a. 15 b. 3 c. 5
13. a. 24 b. 3 c. 6
14. A

15 Division (2)

1. 5; 5 2. 3; 3 3. 4; 4
4. 6;
$$\begin{array}{r} 6 \\ 3 \overline{) 18} \\ 18 \\ \hline 0 \end{array}$$
 5. 4;
$$\begin{array}{r} 4 \\ 5 \overline{) 20} \\ 20 \\ \hline 0 \end{array}$$

6.
$$\begin{array}{r} 6 \\ 5 \overline{)30} \\ \underline{30} \end{array}$$

7.
$$\begin{array}{r} 3 \\ 8 \overline{)24} \\ \underline{24} \end{array}$$

8.
$$\begin{array}{r} 8 \\ 2 \overline{)16} \\ \underline{16} \end{array}$$

9.
$$\begin{array}{r} 6 \\ 7 \overline{)42} \\ \underline{42} \end{array}$$

10. 5

11. 5

12. 4

13. 3

14. 3

15. 7

16. 5

17. 7

18. 5

19. 9;
$$\begin{array}{r} 9 \\ 3 \overline{)27} \\ \underline{27} \end{array}$$

20. 8;
$$\begin{array}{r} 8 \\ 2 \overline{)16} \\ \underline{16} \end{array}$$

21. 6;
$$\begin{array}{r} 6 \\ 5 \overline{)30} \\ \underline{30} \end{array}$$

22.
$$\begin{array}{r} 3 \text{ R } 3 \\ 4 \overline{)15} \\ \underline{12} \\ 3 \end{array}$$

23.
$$\begin{array}{r} 6 \text{ R } 2 \\ 3 \overline{)20} \\ \underline{18} \\ 2 \end{array}$$

24.
$$\begin{array}{r} 2 \text{ R } 4 \\ 7 \overline{)18} \\ \underline{14} \\ 4 \end{array}$$

25. 2R1

26. 3R1

27. 4R2

28. 4R2

29. 25; 7; 3R4; 3; 4

30. 26; 3; 8R2; 8; 2

16 Multiplication and Division

1. 18

2. 36

3. 35

4. 16

5.
$$\begin{array}{r} 5 \\ 8 \overline{)40} \\ \underline{40} \end{array}$$

6.
$$\begin{array}{r} 8 \text{ R } 1 \\ 5 \overline{)41} \\ \underline{40} \\ 1 \end{array}$$

7.
$$\begin{array}{r} 4 \\ 6 \overline{)24} \\ \underline{24} \end{array}$$

8.
$$\begin{array}{r} 9 \\ 4 \overline{)36} \\ \underline{36} \end{array}$$

9.
$$\begin{array}{r} 6 \\ 7 \overline{)42} \\ \underline{42} \end{array}$$

10.
$$\begin{array}{r} 6 \text{ R } 2 \\ 3 \overline{)20} \\ \underline{18} \\ 2 \end{array}$$

11. 8

12. 36

13. 3R3

14. 4

15. 15

16. 48

17. 27

18. 8

19-22. (Suggested answers)

19. 3; 6; 18;
18; 3; 6

20. 2; 8; 16;
16; 2; 8

21. 4; 7; 28;
28; 4; 7

22. 5; 4; 20;
20; 5; 4

23-26. (Suggested answers)

23. $3 \times 5 = 15$
 $15 \div 3 = 5$

24. $4 \times 6 = 24$
 $24 \div 4 = 6$

25. $3 \times 9 = 27$
 $27 \div 3 = 9$

26. $4 \times 7 = 28$
 $28 \div 4 = 7$

27. B; 28; 28

28. A; 4; 4

29. C; 48; 48

30. D; 8; 8

31.
$$\begin{array}{r} 32 \\ \times 4 \\ \hline 128 \end{array}$$

32.
$$\begin{array}{r} 4 \\ 7 \overline{)28} \\ \underline{28} \end{array}$$

33. 9;
$$\begin{array}{r} 9 \\ 3 \overline{)27} \\ \underline{27} \end{array}$$

34. $7 \times 5 = 35$; 35

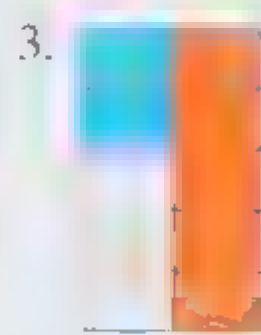
35. $49 \div 5 = 9 \text{ R } 4$; 10

17 Fractions



eighths

sixths



; tenths; tenths

4. five

5. three sevenths

6. one fourth

7. five sixteenths

8. five tenths

9. four ninths

10. two fifths

11. three fourths

12. five sixths

13. four ninths



; eighths

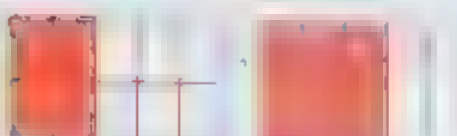


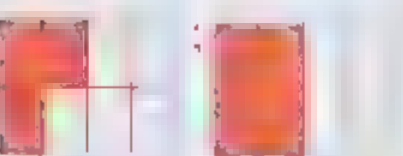
, Two; sixths



, Four; fifths

17.  ; Two ; thirds

18.  (three fifths)

19.  (two fourths)

20.  (two thirds)

21.  (five sixths)

22. A:  B: 

C: 

B ; A ; C

23. A:  B: 


C: 

A ; C ; B



18 2-D Shapes (1)

- Colour the shapes: A, C, D, E, F, G, H.
A: triangle C: pentagon D: hexagon
E: rectangle F: heptagon G: pentagon
H: octagon

- Irregular: A, C, E
Regular: D, F, G, H

3.  6 ; 6

4.  4 ; 4

5.  ; 6 

5 ; 5

7. 

8 ; 8

8 

4 ; 4

9. 

4 ; 4

10.  ; square/rhombus

11. 

12. 


13. Check the pictures: B, E, F.

14.  15

16. 

17. 


18. 

19. 

- Square:
side length longer than 2 cm: A, D
side length shorter than 2 cm: I
Pentagon:
side length longer than 2 cm: F
side length shorter than 2 cm: E
Hexagon:
side length longer than 2 cm: C
side length shorter than 2 cm: B, G, H

19 2-D Shapes (2)

1.   

2. 

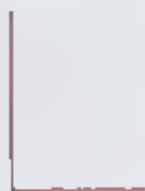
  

3-6. (Suggested drawings)

3. greater than a right angle



4. a right angle



5. smaller than a right angle



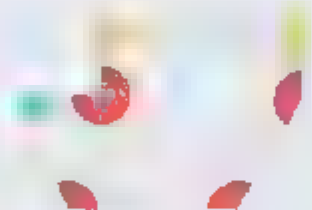
6. greater than a right angle



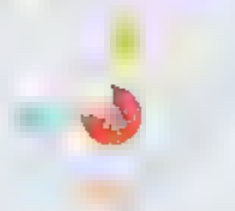
7.



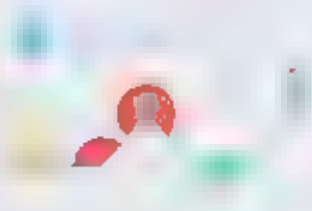
8.



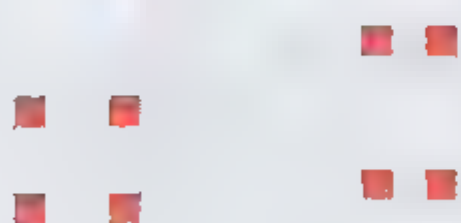
9.



10.



11.



12. 4 ; 4 ; is

13. 2 ; 4 ; 2 ; is

14.

15.

16. ✓

17. ✓

18.



19.



20.



20 3-D Figures (1)

1. A:



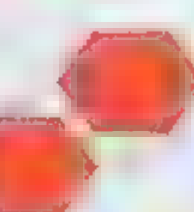
B:



C:



D:



E:



F:



A: triangle ; triangular prism

B: rectangle ; rectangular prism

C: pentagon ; pentagonal prism

D: hexagon ; hexagonal prism

E: square ; square-based prism

F: pentagon ; pentagonal prism

2.



3.



rectangle ;
rectangular pyramid

triangle ;
triangular pyramid

4.



hexagon ;
hexagonal pyramid

5.



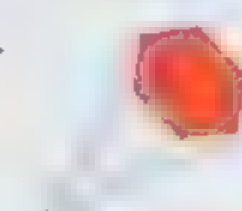
pentagon ;
pentagonal pyramid

6.



square ;
square-based pyramid

7.



hexagon ;
hexagonal pyramid

8. A:



6 ; 12 ; 8

B:



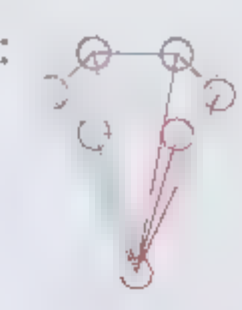
4 ; 6 ; 4

C:



6 ; 10 ; 6

D:



7 ; 12 ; 7



9. B ; A, C, D, E, F
10. B, C, E ; A, D, F
11. B ; A, C, D, E, F
12. hexagonal prism
13. pentagonal pyramid
14. rectangular prism
15. triangular pyramid
16. D
17. C
18. A, C

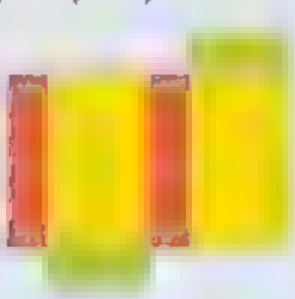
21 3-D Figures (2)

1. Colour the nets: A, C, D, G.



C ; D ; B ; A

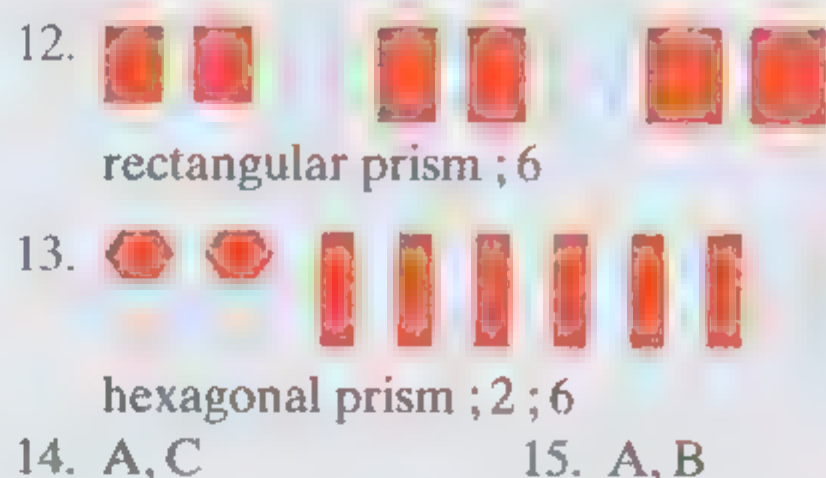
3. A:



B:

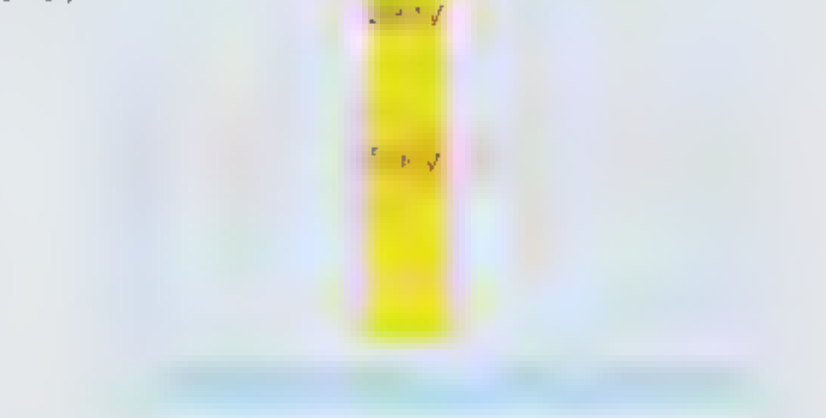


4. 6
5. rectangle
6. 3
7. rectangle ; triangle
8. hexagon ; rectangle
9. pentagon ; triangle
10. rectangle ; square



22 Locations of Shapes and Objects

1. 5
2. 4
3. 5
4. 3
5. 4;3
6. 2;5
- 7-9.



10. 1
- 11.



12-15. (Suggested drawings and answers)



12. 5 squares to the left and 2 squares up
13. 4 squares to the right and 1 square up
14. 2 squares to the left and 1 square up
15. 4 squares to the right

23 Transformations

1. A, D



- 3.



4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14. A, C
15. A, B
16. B, C
17.
18.
19.
20. slide
21. turn
22. flip
23. slide
24. turn
25. flip
26. flip

24 Patterns (1)

1.
2.
3.
4.
5.
6.
7.
- 2; 2; sizes
- 2; rectangle; 2; orientations
- 2; 2; hexagon; pentagon

8. a.
- b. growing
9. a.
- b. shrinking
10. a.
- b. growing
11. 30; 35; growing
12. 15; 12; shrinking
13. 50; 40; shrinking
- 14 and 17.



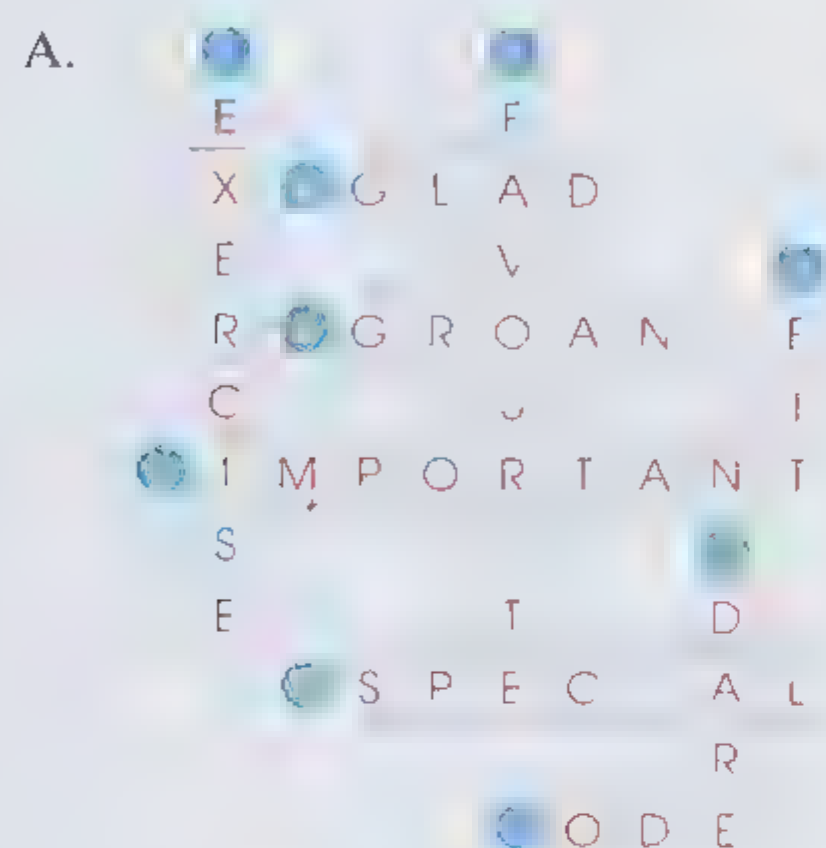
15. diagonally
16. in columns
18. Yes

25 Patterns (2)

1. 7; 14; 21; 28; 35; 42; 49; 56
2. 39; 36; 33; 30; 27; 24; 21; 18
3. 24; 28; 32; 36; 40; 44; 48; 52
4. 35; 30; 25; 20; 15; 10; 5; 0
5. 24; 30; 36; 42; 48; 54; 60
6. 80; 72; 64; 56; 48; 40; 32
7. a.
- b. 4; 7; 10; 13
- c. 19
8. a.
- b. 3; 5; 7; 9
- c. 13
9. a.
- b. 54; 40; 28; 18
- c. 10
10. 7
11. 20
12. 8
13. 19
14. 9
15. 12
16. 7
17. 21
18. 16
19. 25
20. 3
21. 12
22. 18
23. 5
24. 6
25. 30
26. 17
27. 4

- D. 1. 2.
3. 4. ✕
5. ✕ 6.
7. ✕ 8. ✕

5 A Special Gym Class



B. (Individual writing)

C. (Cross out these words.)

1. school
2. player
3. tail
4. efforts
5. fast
6. peaches

D. (Individual new rhyming words)

- | | |
|------|------|
| 1. C | 2. A |
| 3. G | 4. B |
| 5. F | 6. D |
| 7. E | |

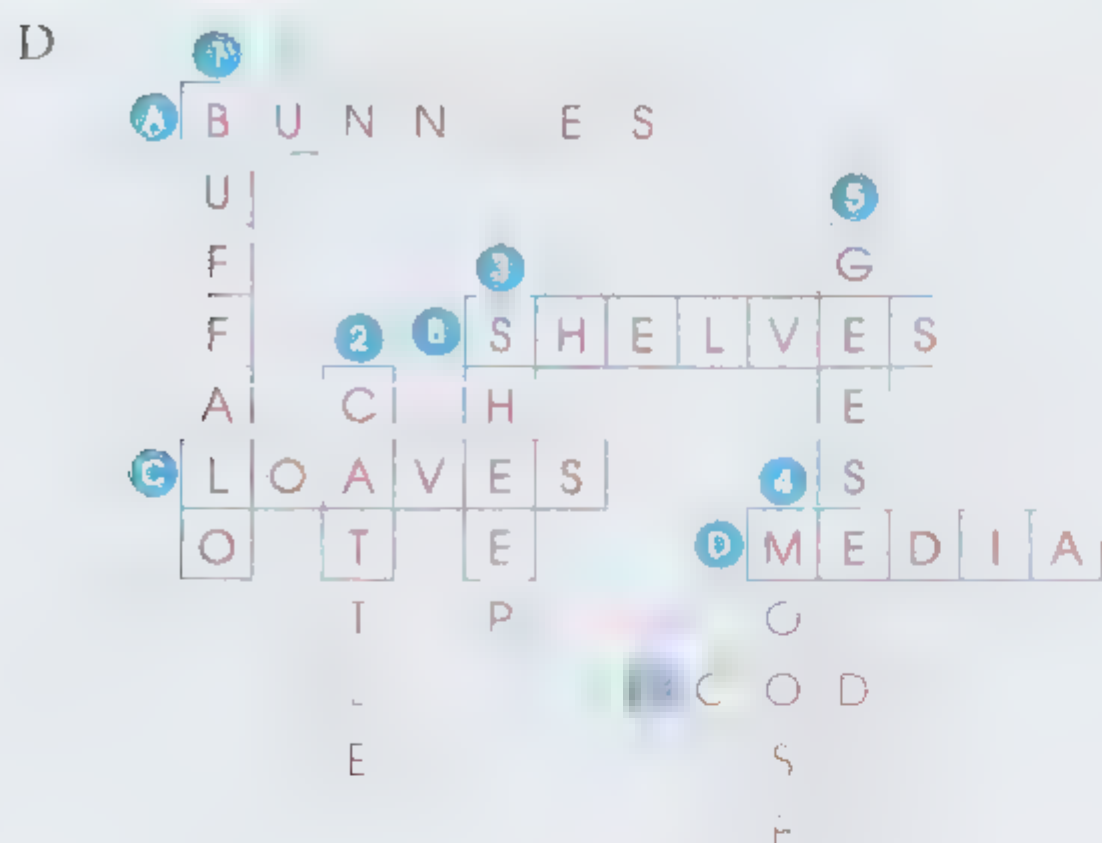
6 The Frank Slide

- A. 1. 2. ✓
3. 4.
5. ✓ 6. ✓
- B. 1. C 2. B
3. F 4. A
5. E 6. D

- C. 1. Aunt Rosaline and her family moved to Edmonton last year.
2. Her daughter Sherry told me that West Edmonton Mall is the largest shopping centre in North America.
3. You can find all types of shops in the mall.
4. Have you ever heard of Turtle Mountain?
5. There was a town called Frank at the foot of the mountain.
6. Alberta is a province to the east of British Columbia.
7. My family will take a trip to Banff next month.
8. Our neighbour will take care of our dog Mickey for us.
- D. (Individual answers)

7 A Gaggle of Geese?

- A. 1. cattle
2. fish
3. penguins
4. crows
5. wolves
6. lions
7. sheep
8. kittens
9. geese
10. seals
- B. (Individual drawing and title)
- C. 1. feet
2. deer
3. cities
4. mice
5. knives
6. families
7. teeth
8. leaves
9. offspring



8 The Goat – Our Best Friend

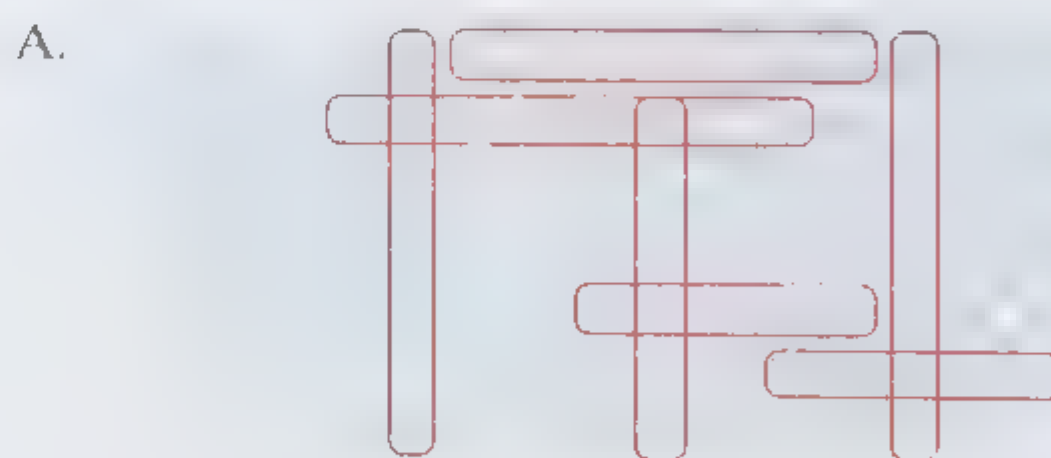
- A
1. doe/nanny
 2. kid
 3. buck/billy
- B.
1. wool ; clothing
 2. meat
 3. leather ; gloves ; boots
 4. milk ; feta
- C.
1. . ; T
 2. ? ; A
 3. . ; I
 4. ! ; S
 5. ? ; A
 6. ; T
 7. ! ; S
 8. . ; I
 9. ? ; A
 10. . ; T
- D. (Individual writing)

9 The Narwhal – a Real-life Unicorn

- A
1. lucky
 2. sure
 3. tusk
 4. amazing
 5. real
 6. whales
 7. twists
 8. blotches

- B.
1. five metres
 2. blue-grey
 3. white blotches
 4. brown
 5. Canada
 6. other northern countries
 7. using sound waves
- C.
1. My class|is doing a project on the narwhal.
 2. Mrs. Reid|told us to look for information about the narwhal on the Internet.
 3. The narwhal|is a whale.
 4. The left tooth of the male narwhal|can grow up to three metres long.
 5. The female|is slightly smaller than the male.
 6. The skin of a baby narwhal|is brown in colour.
 7. You|may see a narwhal in the Arctic seas.
 8. Fish, squid, and shrimp|are what narwhals eat.
 9. I|think a narwhal really looks like a unicorn.
- D
1. Our teacher
 2. The main character
 3. Bruce
 4. The unicorn
 5. The fairy tale
 6. We
- E (Individual writing)

10 Skipping Rope



- B.
1. exercise
 2. friends
 3. chant
 4. skipper
 5. caught
- C
1. There are four seasons in Canada. They are spring, summer, fall, and winter.
 2. June, July, and August are the summer months in Ontario.
 3. I like skipping, swimming, cycling, and rock climbing.
 4. Sarah asked, "Would you like to skip with me?"

5. "Let's ask Jerry to join us," I said.
6. She reminded me, "Don't forget to take your skipping rope with you."
7. We sell all kinds of fruits: apples, oranges, bananas, peaches, cherries, mangoes - you name it.

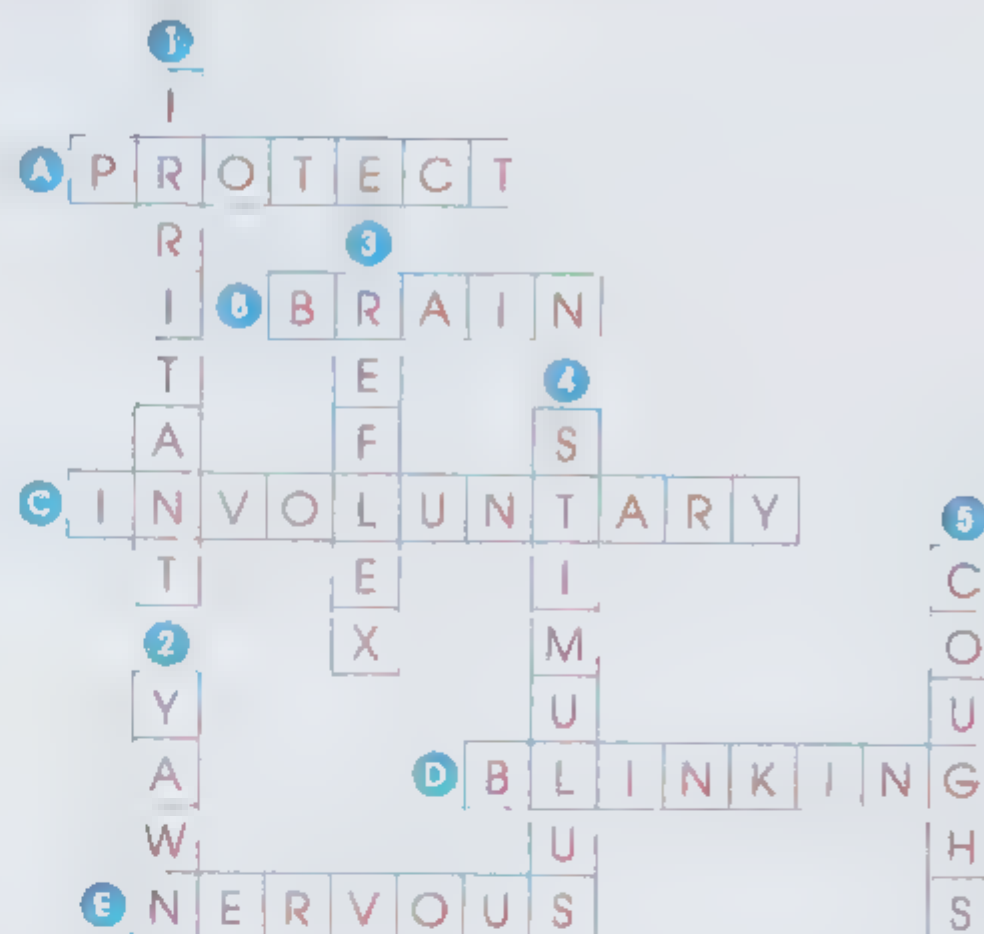
- D.
1. ✓
 - 2.
 3. ✓
 - 4.
 5. ✓
 6. ✓
 - 7.

11 I Love Haiku!

- A.
- 1.
 - 2.
 3. ✓
- B.
1. poems
 2. short
 3. three
 4. Japan
 5. frog
- C.
1. 3
 2. 4
 3. 2
 4. 2
 5. 1
 6. 4
 7. 3
 8. 1
 9. 3
- D.
- 1 Syllable: sound ; book ; bright
 - 2 Syllables: famous ; pizza ; author
 - 3 Syllables: acrostic ; Japanese ; lollipop
 - 4 Syllables: competition ; information ; stationery
- E.
1. syl/la/ble
 2. gar/age
 3. af/ter/noon
 4. col/our/ful
 5. car/ry
 6. ex/cit/ing
 7. in/vis/i/ble
 8. ne/ces/sa/ry

12 Why Do We Sneeze?

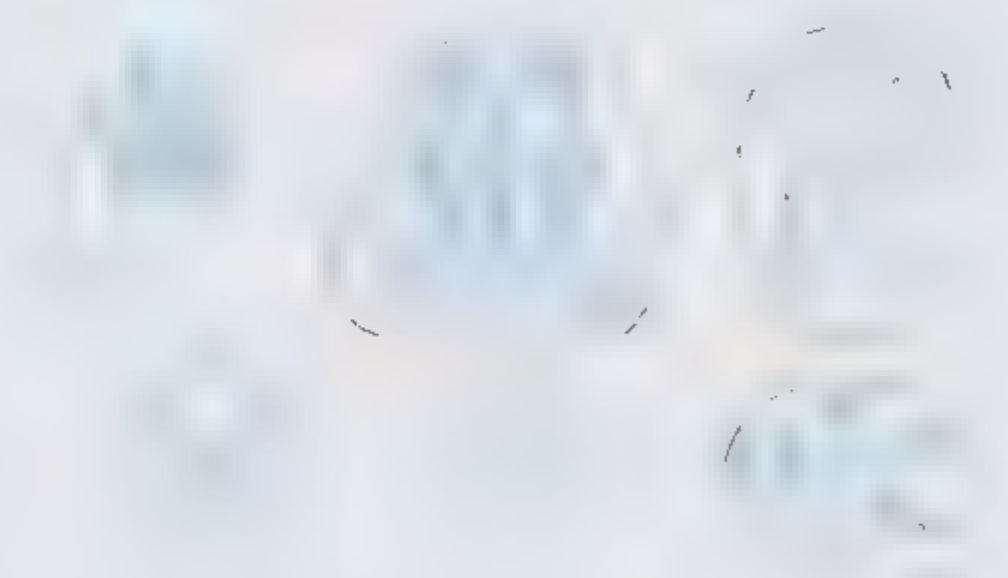
A.



- B.
1. They
 2. We
 3. It
 4. He
 5. You
 6. She
 7. I
- C.
1. me
 2. them
 3. you
 4. ✓
 5. ✓
 6. him
 7. us

13 Girls' Festival in Japan

A.





- C.
- Girls'
 - Kiyoka's
 - grandma's
 - dolls'
 - sister's
 - friends'
 - Tanaka's
 - daughter's

- D.
- our
 - My
 - Her
 - his
 - its
 - their
 - your

14 A Visit to the Seniors' Centre

- A. D ; B ; A ; C ; E
- B.
- She asked the writer to do a project about his favourite fish.
 - Some of the old people could not hear very well.
 - He thought that the people at the seniors' centre were very interesting and kind to him.
- C.
- this
 - That
 - those
 - This
 - that
 - These
- D.
- This book is mine.
 - These stickers are his.
 - Is this lunch box yours?
 - Those shoes are hers.
 - That puppy is ours.
 - These pictures are theirs.

15 A Letter to – and from – Ms. Naughton

- A.
- volunteering at the hospital twice a week
 - going for a long walk every day
 - working at the library
 - writing a book about being a principal for 30 years
 - learning to play golf
- B. (Individual writing)
- C.
- helps
 - invites
 - wear
 - use ; read
 - asks
 - choose ; put
 - are
- D.
- ✓
 - goes
 - is
 - ✓
 - enjoy
- E.
- The kittens drink the milk happily.
 - The children are looking at the ladybug.
 - The pastries taste sweet and delicious.
 - The girls put away their books.

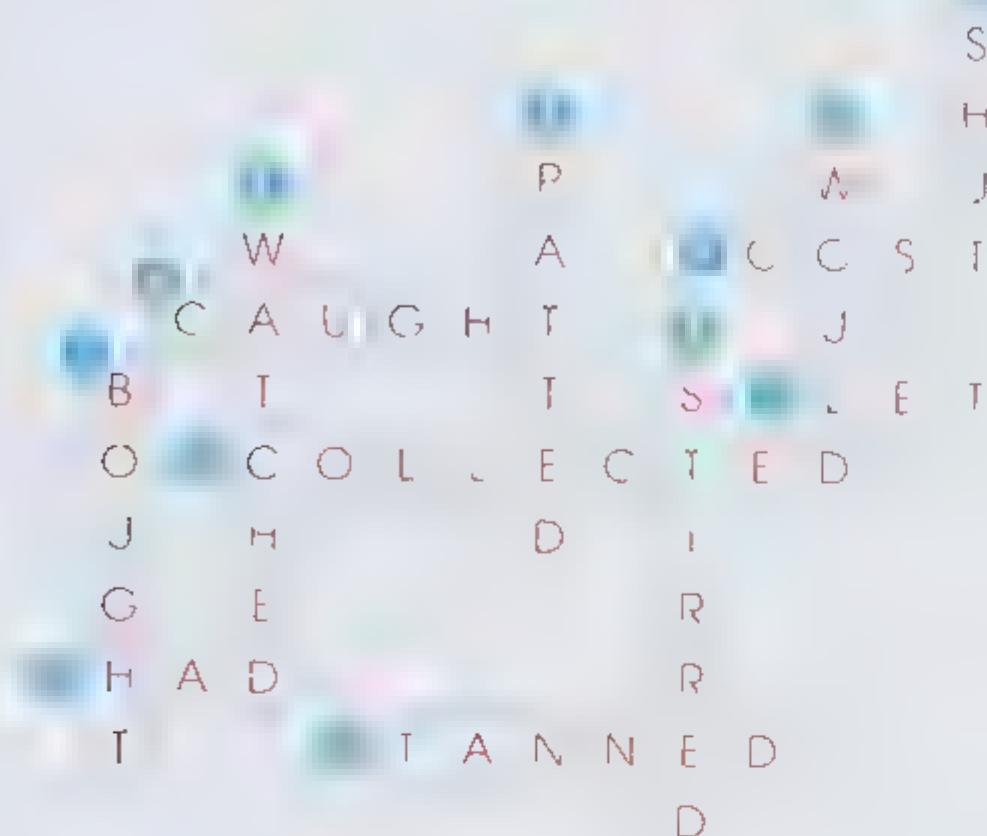
16 The Sugar Shack



- B.
- little
 - right
 - perfect
 - done
 - collected
 - way
 - buckets

8. outdoors
9. delicious

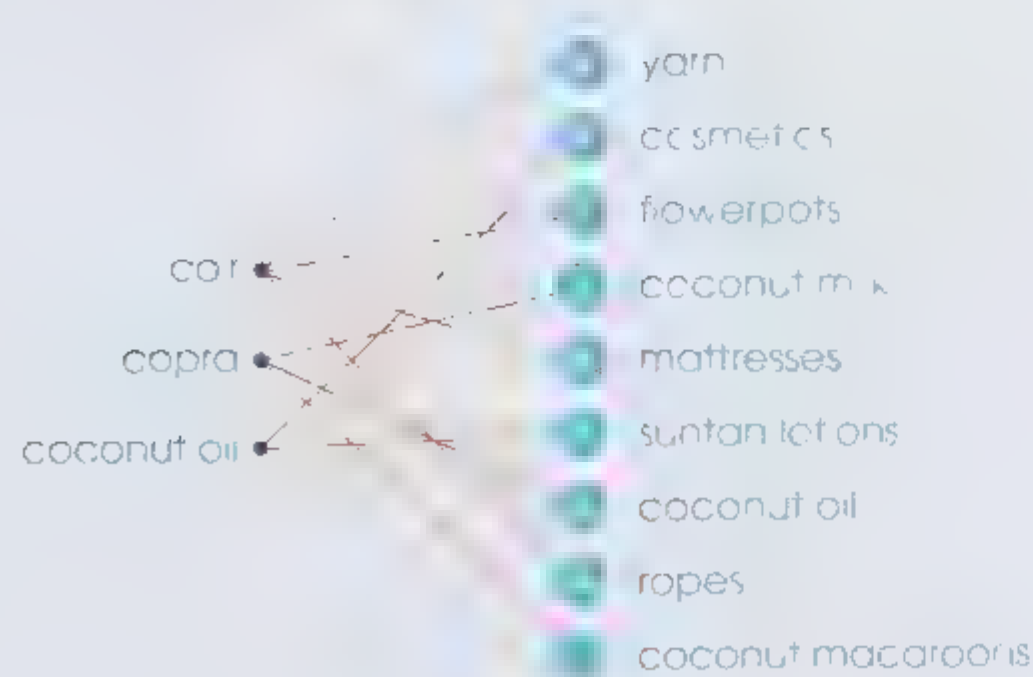
C.



- D.
1. promised
 2. hurried
 3. arrived
 4. were
 5. grabbed
 6. bought
 7. poured
 8. did
 9. spread
 10. devoured
 11. ate
 12. choked
 13. looked
 14. saw
 15. was
 16. burst

17 The Amazing Coconut

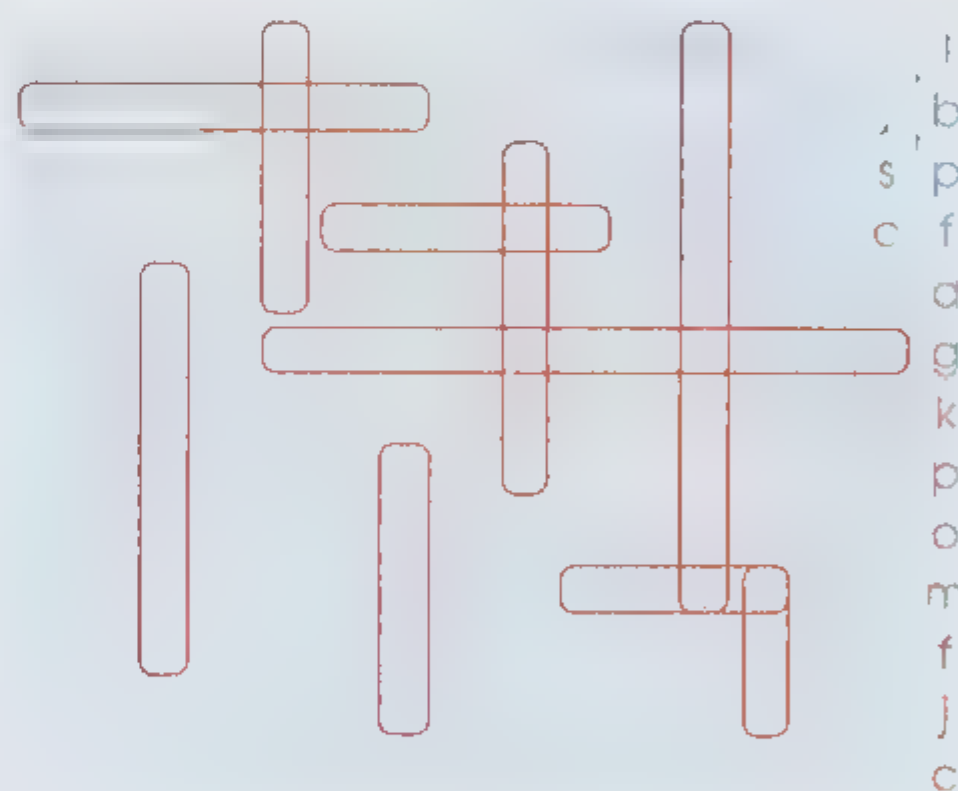
A.



- B.
1. Add boiling water to dried coconut.
 2. Blend/Put it in the blender.
 3. Strain out the bits.
- C.
1. amazing
 2. white ; large ; hard
 3. young ; green ; tender
 4. healthy ; refreshing
 5. useful ; many
 6. strong
 7. brown ; tough
 8. dried ; shredded ; delicious
- D.
1. big ; tall
 2. slimy ; wet
 3. bright ; cold
 4. Colourful ; early
 5. stuffy ; crowded
- E. (Individual writing)

18 Shooting Stars

A.



- B.
1. ✓
 2. ✓
 - 3.
 4. ✓
 5. ✓
 - 6.
 7. ✓
 8. ✓
- C.
1. eagerly
 2. patiently
 3. high
 4. late
 5. gracefully
- D. (Individual writing)

19 The Circus School

- A. 2. nutrition class
3. French class
4. music and rhythm class
5. balancing class
6. acrobatics class
7. aerials class
8. clowning arts class

B. (Individual writing)

- C. on chairs
in the sky
inside the box
at sunset
beside the doll
at Christmas
behind the house
at two o'clock
in the morning
on weekends
in 2015
above Lydia

Where: on chairs ; in the sky ; inside the box ;
beside the doll ; behind the house ; above
Lydia

When: at sunset ; at Christmas ; at two o'clock ;
in the morning ; on weekends ; in 2015

- D. 1. On 2. at
3. on 4. in
5. in 6. under
7. inside 8. in
9. at 10. on
11. in

20 My Brother Loves to Dance

- A. 1. B
2. C
3. C
4. A
5. B

- B. 1. Toller has won many awards.
2. The writer's father/Toller's father pretended
to be Morris in the role play.
3. Everyone cheered when Toller finished his
dance.

- C. 1. didn't
2. I've
3. doesn't
4. there's
5. she's
6. we'll
7. shouldn't
8. he'd

- D. 1. didn't
2. couldn't
3. hadn't
4. He'll
5. He'd

- E. 1. Mr.
2. km
3. Blvd.
4. Nov.
5. no
6. B.C
7. Mt.

- F. 1. Toller will join a dance competition on
Oct. 23.
2. It will take place in a school on Berry Dr.
3. He will go on a trip to P.E.I. afterwards.

21 Lacrosse

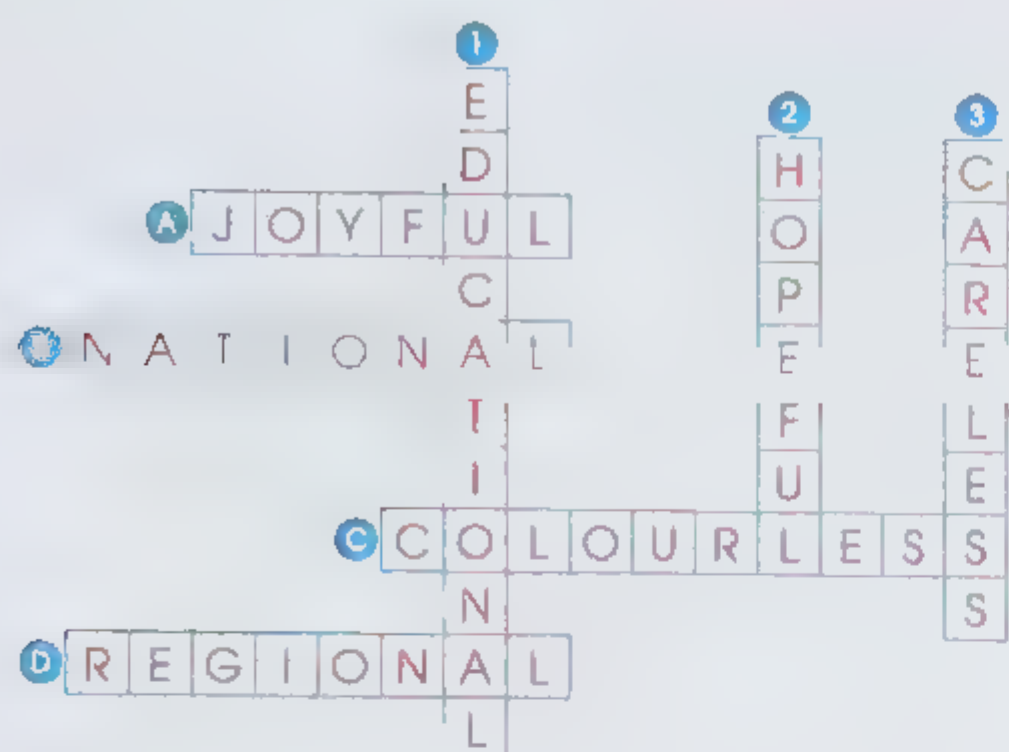
- A. 4 : 2 : 3 : 1

- B. 1. F 2. F
3. F 4. T
5. T 6. T
7. F 8. T

- C. (Cross out these words.)
re: result ; reach ; retrieve ; repeat
un: under ; unit ; unless ; uncle

- D. 1. unpopular
2. redevelop
3. reset
4. replay
5. unwise

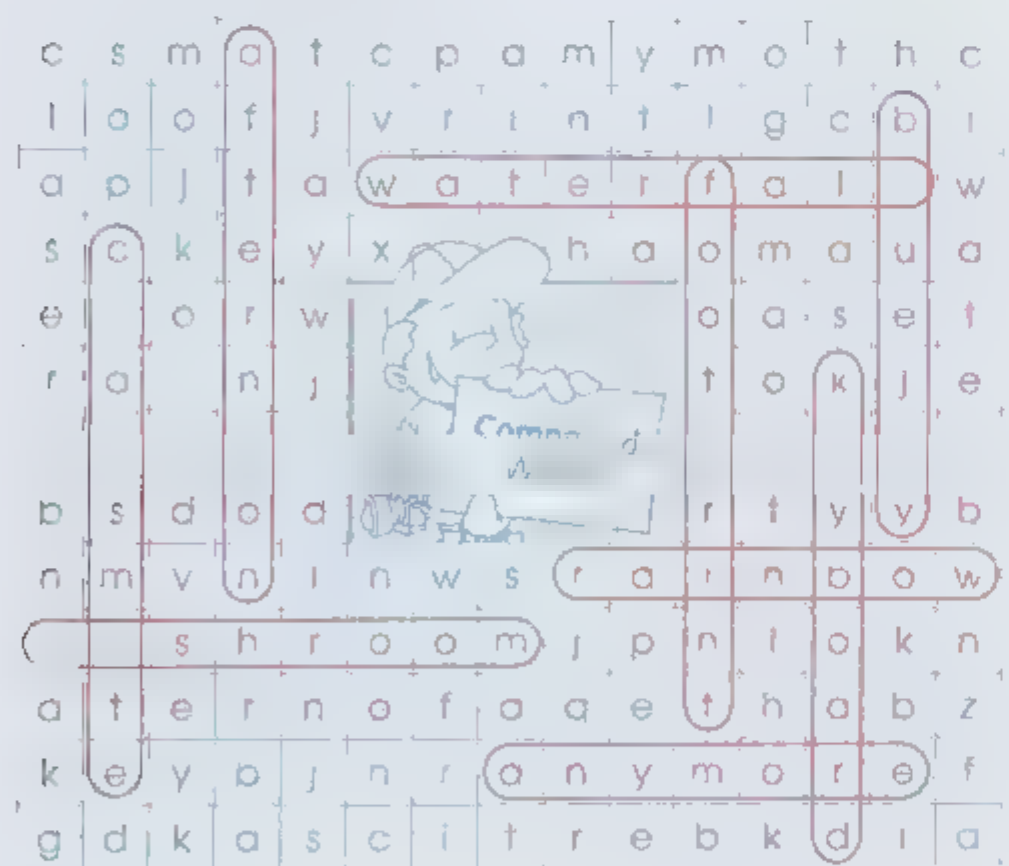
E.



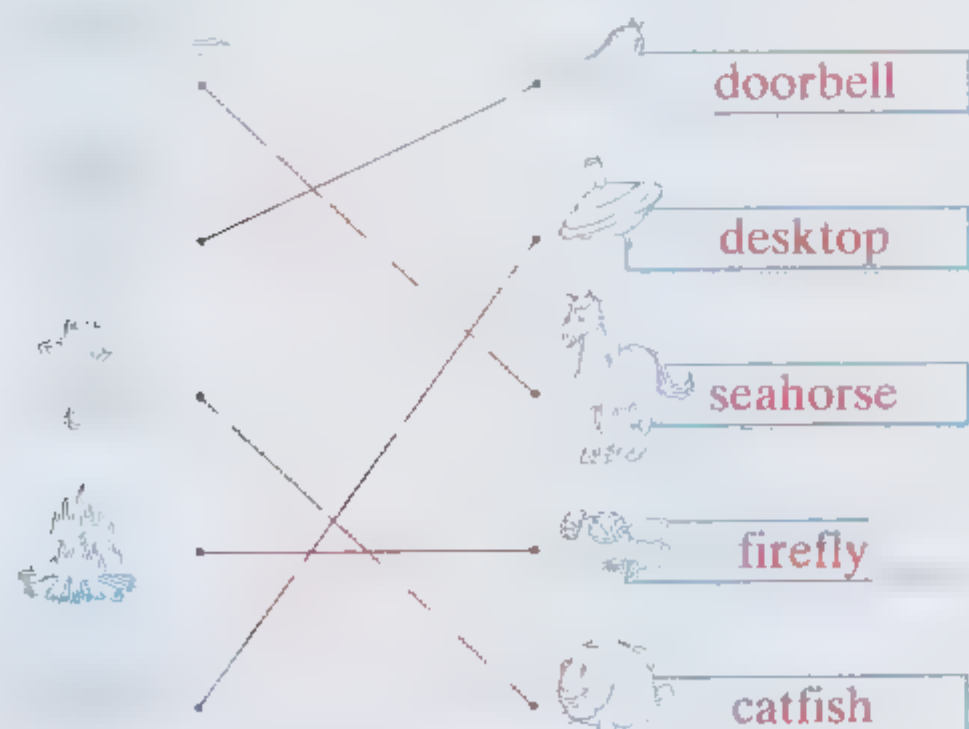
22 Rupinder the Reporter

- A Paragraph One: A
Paragraph Two: A
Paragraph Three: B
Paragraph Four: B
Paragraph Five: B

13.



C.



D. (Individual drawing and word)

23 A Special Project

- A. 1. wool and crochet hooks
2. 24
3. white wool
4. a large rainbow coloured blanket
5. to an orphanage
- B. (Individual writing and drawing)
- C. 1. circle
2. very ; cloth
3. beside ; couch
4. dear ; loose
5. pass
6. It's
7. dessert
- D. 1. quite
2. curb
3. pours
4. set
5. nine-storey
6. principal
7. bold
8. stripes
- E. (Individual writing)

24 Durian

- A. Fruit: cherries ; cranberries ; durians , pears
Animal: wild pigs ; squirrels ; orangutans
Place: Malaysia ; Thailand ; Singapore ; Canada
- B. 1. oval
2. 5
3. 40
4. 30
5. greenish-brown
6. yellowish
- C. 1. large , small ; huge
2. hate ; like , dislike
3. speedy ; slow ; swift
4. yummy , tasty ; flavourless
5. overcast ; sunny ; bright
6. pleasant , warm , stormy
7. boring , absorbing , amusing

D. (Suggested answers)

1. chilly
2. vacation
3. untidy
4. hot
5. permitted
6. leaves

E. (Suggested answers)

1. I often try exotic fruits.
2. This store closes on Sundays.
3. The young lady is choosing a big durian.

25 The Story of Honey

- A
1. largest
 2. one
 3. laying all the eggs for the colony
 4. five years
 5. helping the queen make eggs
 6. up to eight weeks
 7. Worker Bee
 8. 60 000
 9. collecting nectar from flowers to make honey
 10. making the honeycomb from beeswax to store honey
 11. about five to six weeks

- B.
- | | |
|------|------|
| 1. ✓ | 2. ✓ |
| 3. ✓ | 4. |
| 5. | 6. ✓ |
| 7. | 8. |
| 9. ✓ | |

- C
1. a ball
 2. snails
 3. coffee
 4. a stone
 5. a hotel
 6. birds

D. (Individual writing)

26 Hello around the World



- B
1. but
 2. or
 3. but
 4. ✓
 5. but
 6. ✓
 7. and

- C.
1. or
 2. but
 3. or
 4. and
 5. and
 6. but

- D.
1. I tried to call Tracy but her line was busy.
 2. I will get some snacks and you can prepare the drinks.
 3. Put your shoes in the box or leave them on the rug.

27 My Brother, the Babysitter

- A. 1. B 2. B
3. A 4. A
- B. 1. He took special classes at a babysitter school last year.
2. (Any one of these)
Where are you going?
When will you be back?
What is your cellphone number?
Where is the fire exit?
What is the fire meeting point?
3. (Individual answer)
- C. 1. Does
2. Do
3. Is
4. Were
5. Are
6. Did
7. Was
- D. (Individual writing)

28 Marsupials

- A. 3; 1; 2, 4, 5
- B. 1. Marsupial babies are born blind and hairless.
2. The baby has to find its mother's pouch on its own.
3. Most marsupials live in Australia.
4. The opossum is about the size of a cat.
- C. (Cross out these sentences.)
Paragraph One:
You cannot find other kinds of marsupials in Canada.
Paragraph Two:
Honeybees are hard-working insects.
Paragraph Three:
A spider is not an insect.
- D. (Individual writing)

1 Communities between 1780 and 1850

- A
1. First Nations
 2. both groups were connected to nature
 3. both wore animal skin clothing
 4. longhouse
 5. lived in one place all year round
 6. grew corn, squash, and beans
 7. wigwam
 8. moved each season
 9. hunted animals

B.



2 Roles: Then and Now

A.



- Our Family Roles: (Individual answers)
- B. (Individual writing)

3 Early Canadian Travel

- A
- A: horse and cart
- B: snowshoes
- C: canoe
1. C
 2. B
 3. A
- B
1. bark
 2. large
 3. lightweight
 4. heavy
 5. Fur Trade
- C
- (Suggested answer)
- Today, we usually use toboggans for fun. In winter, we use toboggans to slide down hills covered in snow.

4 Adapting to the Climate

A



1. Lower
 2. Upper
 3. shelters
 4. log
 5. warm
- B
1. A
 2. C
 3. B
- C.
- Everything liquid froze.
 - The wood for the fire was green.
 - The bread was frozen.
- (Individual answer)

5 Early Settlers' Challenges

- A. A: ship
B: log
C: land
D: grant
A ; D ; C ; B
- B. 1. B
2. C
3. D
4. A
- C We get water from the faucet. ; We use electric light bulbs.

6 Canadian Identity

- A. 1. French 2. English
3. bilingual 4. two
5. culture 6. multicultural
- B. B ; A
D ; C
(Individual answer)

7 The Original Inhabitants

- A. The Wendat
Method: by farming
Food: corn, squash, beans
Tools: hoe, wooden spade

The Anishnawbe
Method: by fishing, hunting
Food: fish, deer, buffalo, rabbits
Tools: snare, fishing net
- B 1. hunting
2. sleds
3. women
4. rivers
5. baskets
6. children
7. (Individual answer)

8 Moving Out

- A (Suggested answers)
1. Wenro ; Seneca ; Huron
2. Bytown ; Kingston ; York
3. Waterloo County; Neutral ; Mennonites
Three Rivers; Algonquin ; French
- B. 1. agreements
2. land
3. farming
4. money
5. reserves
6. F
7. T
8. T
9. F

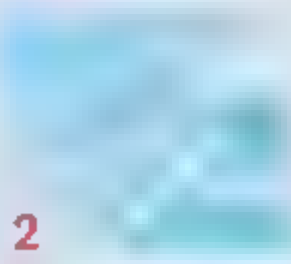
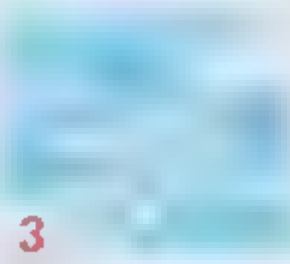
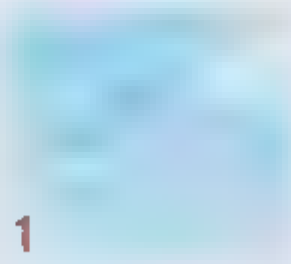
9 Settling the Land

- A Check: A ; C ; D ; F
- B. (Suggested answer)
The settlers chose these areas because they were close to water sources.
- C D ; A ; C ; B ; E
- D 1. Women
2. Children
3. Men

10 Changing the Environment

- A Europeans: trading ; land ; farms
Lifestyle: moved ; hunt
Conflict: hunting ; fur
Natural Environment: cleared ; animal

B



11 Hardships

- A.
 - 1. scurvy
 - 2. vegetables
 - 3. diseases
 - 4. died
- B.
 - 1. metal
 - 2. fur
 - 3. overhunting
 - 4. animals
 - 5. The First Nations peoples did not have enough animal sources for food, clothing, and tools.
 - 6. (Suggested answer)
It caused conflicts among First Nations tribes because different tribes would fight over these hunting grounds. Hunting for fur made the First Nations tribes very competitive.




12 Getting along Together

- A. The Europeans to the First Nations:
B ; D ; E ; I ; J
The First Nations to the Europeans:
A ; C , F ; G ; H
- B.
 - 1. land
 - 2. poor
 - 3. equal
 - 4. last
 - 5. lower
 - 6. Sierra Leone
 - 7. (Suggested answers)
The land they were promised was in poor condition. They were always the last to receive food and supplies.

13 Mapping Ontario

- A. 1.
 
 - 2. a. countries b. oceans
 - c. provinces d. capital cities
 - e. cities
 - 3. (Individual answer)
 - 4.

<i>China</i> CHINA	<i>Nova Scotia</i> NOVA SCOTIA	<i>Indian Ocean</i> INDIAN OCEAN
<i>Northwest Territories</i> NORTHWEST TERRITORIES	<i>Barrie (a city in Ontario)</i> Barrie	

- B. 1. Ottawa ; 
- Toronto ; 
- (Suggested answer)
- Timmins ; 
- 2.



14 Ontario's Landforms

A.



1. three
2. a. Canadian Shield
b. Great Lakes-St. Lawrence Lowlands
3. (Suggested answers)
Hudson Bay Lowlands: Fort Severn
Canadian Shield: Timmins
Great Lakes-St. Lawrence Lowlands: Toronto

- B.
- | | |
|------------|--------------------|
| 1. marshes | 2. polar bears |
| 3. fishing | 4. Canadian Shield |
| 5. bedrock | 6. minerals |
| 7. mining | 8. plains |
| 9. fertile | 10. agriculture |

15 Where People Live

1. Toronto ; 2 615 060
Ottawa ; 883 391
Mississauga ; 713 443
2. Northern Ontario
Land use: hunting ; forestry
Features: wilderness ; natural
Southern Ontario
Land use: farming ; manufacturing
Features: populated ; winter
3. (Suggested answer)
The most populated cities are in Southern Ontario because it is warmer and it is closer to water access points like the St. Lawrence River.

4. (Suggested answer)

Some reserves are located in Northern Ontario because the First Nations peoples value nature. Some reserves are located in Southern Ontario and are close to water sources which are important to their culture and lifestyle.

16 Enjoying Ontario Today

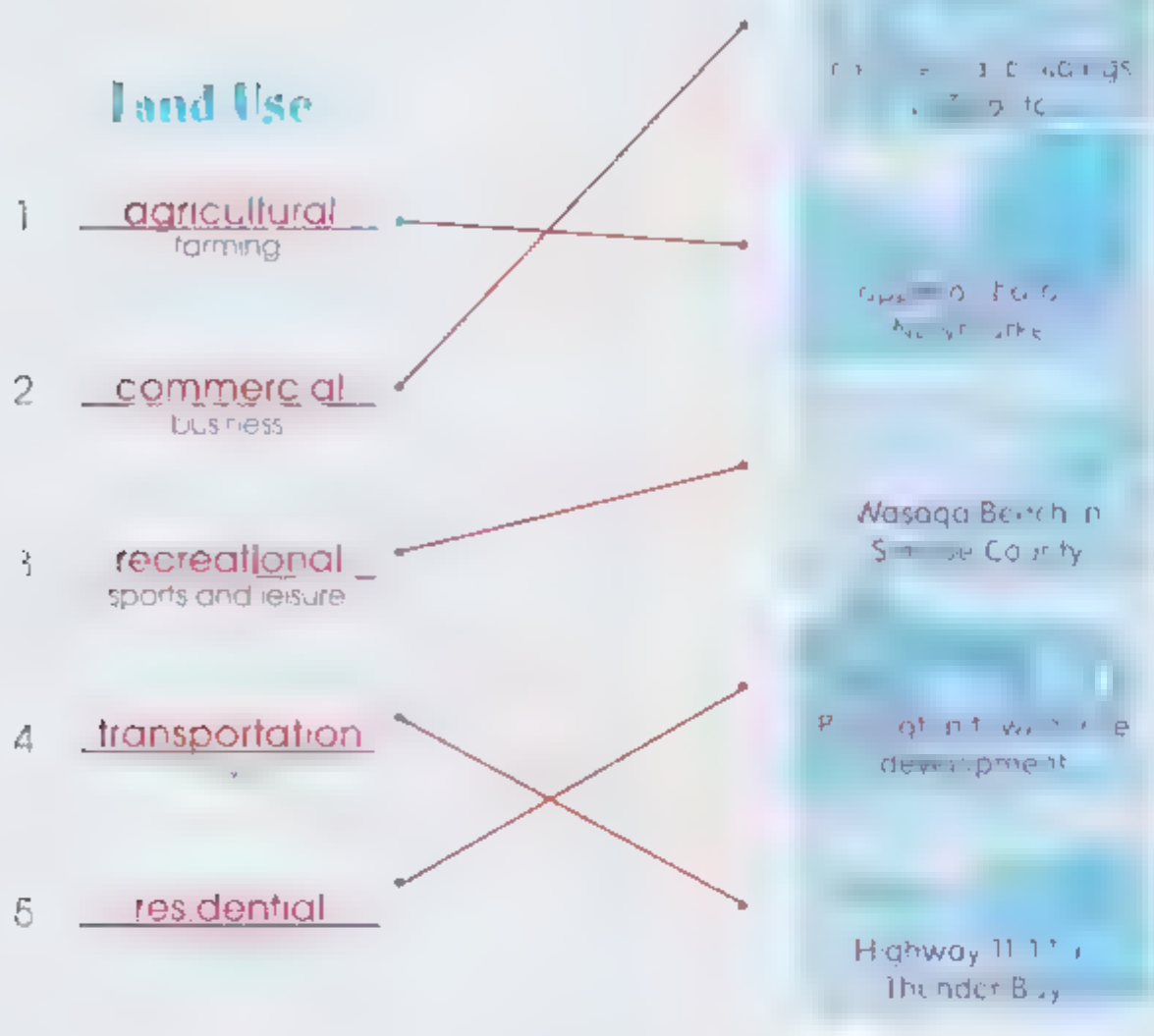
- A.
1. Toronto
 2. variety
 3. recreational
 4. Thunder Bay
 5. hiking
 6. skiing
- B.
1. Lake Ontario ; B
 2. North Ontario forests ; E
 3. Blue Mountain ; D
 4. Niagara vineyards ; C
 5. Thunder Bay Port ; A

17 Working in Ontario Today

- A.
1. tour guide ; B
 2. factory worker ; A
 3. chef ; C
- B.
1. a. 12
b. 5
c. 7
 2. snow removal and landscape gardening
 3. (Individual answers)

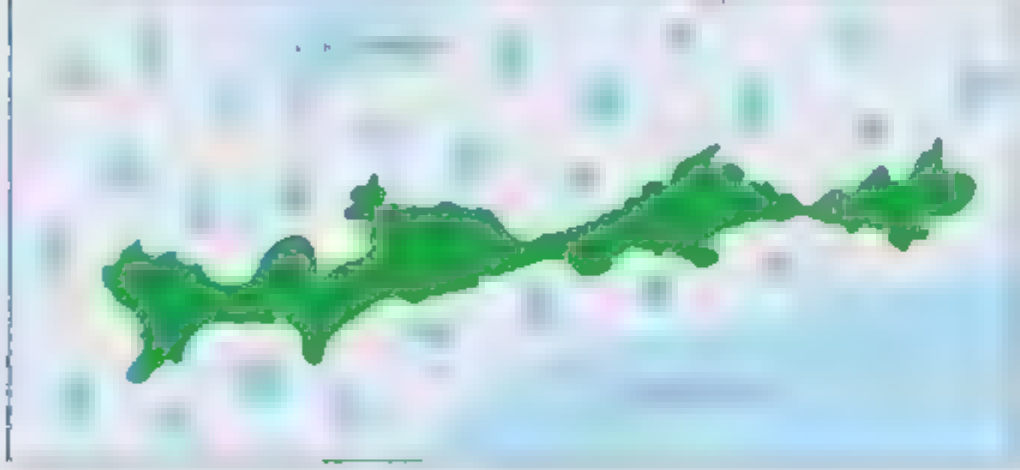
18 Ontario's Valuable Land

A.



B.

A Conservation Area – The Oak Ridges Moraine



1. green
2. water
3. protect
4. air
5. Ontarians

19 Using Our Land

A.

1. dominant
2. west
3. quarters
4. habitat
5. wood
6. recreational

B.

1. Deforestation is needed for logging, building roads, growing crops, and raising cattle.
2. animals: lose their habitats
plants: lose their habitats
people: lose natural environment
3. (Individual answer)
4. People are letting the deforested areas regenerate or planting seedlings if regeneration cannot occur.

20 Using Our Resources

1. People get precious resources, such as gold, copper, and nickel.
2. on land: the landscape is changed and polluted
on plants and wildlife: lose their habitats
on water and soil: polluted by toxic chemicals
3. Cover landfills with soil.
Restore vegetation to the site.
4. C ; B ; D ; A

21 Developing the Land

A.

1. (Suggested answers)
Mississauga ; Markham
2. No, because Lake Ontario is south of Toronto.
3. population: increased
no. of households: increased
area: stayed the same
total length of bikeways: increased
4. Toronto increased the length of bikeways so that cyclists can reach more places. Hence, more people are encouraged to ride bikes.

B 1



2. (Suggested answer)

Fewer running cars means less impact on the environment and people spend less money on gas.

22 Local Governments

A. 1.



2. (Suggested answers)

Fort Severn, Kingfisher

3. (Individual answer)

B. Provincial Government:
province ; health ; premier
Municipal Government:
local ; police ; streets ; mayor
provincial ; municipal ; provincial

23 Municipal Lands

A. 1. Township of Pickle Lake

2. City of Toronto

Land Use	Pickle Lake			Toronto
	(a little)	a lot	none	
Residential	a little			a lot
Commercial	a little			a lot
Mining	a lot			none
Recreational	a lot			a lot
Transportation	a little			a lot

4. (Suggested answer)

When a community has a large population, there will be greater needs for certain types of land use, such as residential, commercial, and recreational land use.

B



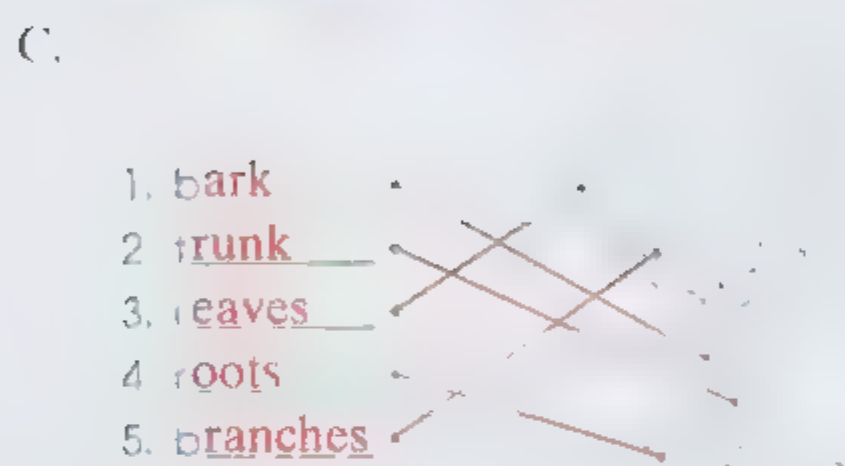
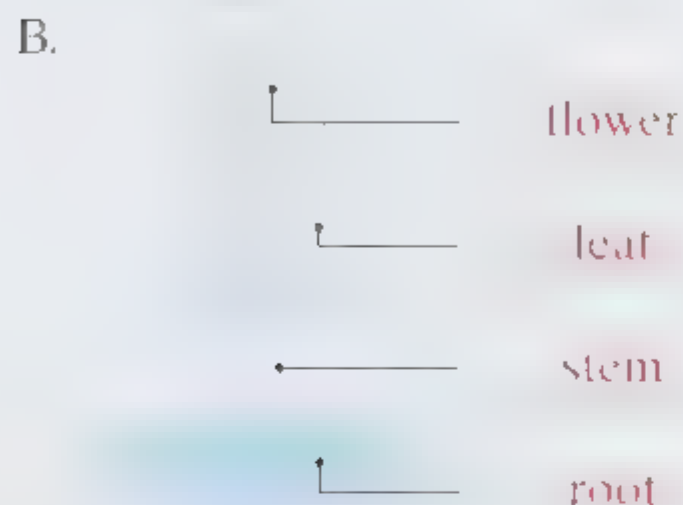
24 Municipal Jobs

A. Education: B
Mining Industry: D, F
Government: A, E
Recreational Industry: C

B. 1. C, D, F
2. Job B: Toronto ; large cities like Toronto have many schools
Job D: Pickle Lake ; there are mining activities around this area
3. (Individual answers)

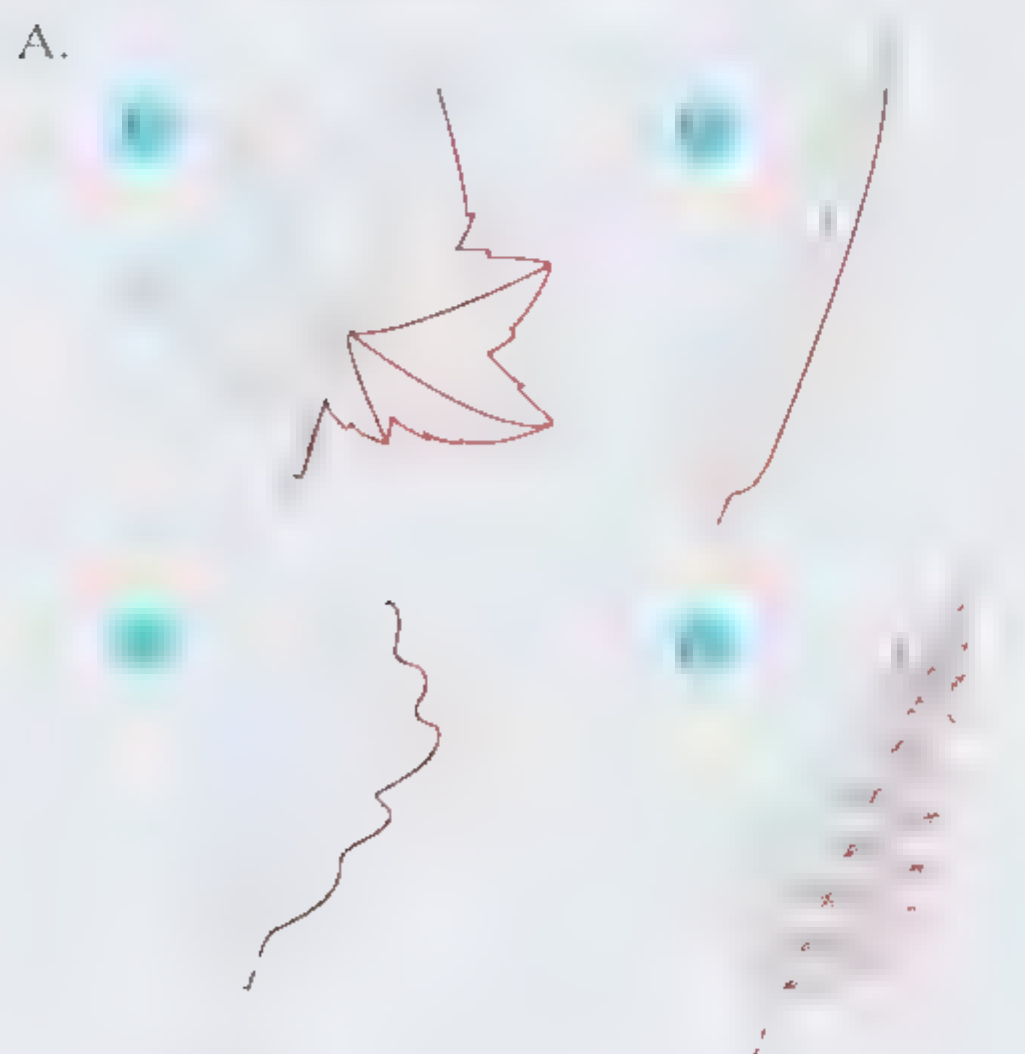
1 Plants

- A.
1. flower
 2. leaves
 3. stem
 4. roots



- D. Broadleaf Tree: A, C, F
Coniferous Tree: B, D, E

2 Leaves and Flowers



Fern D
Maple A
Grass B
Oak C

- B.
1. grass
 2. fern
- C.
1. pistil
stamen
petal
ovary
sepal
 2. ovary
 3. sepal

3 The Needs of Plants

- A.
1. air
 2. water
 3. light
- Experiment (Individual observation)
Light could not reach that part of the leaf.
- B.
1. leaves ; thick
 2. float ; sunlight
 3. ground
 4. leaves
- alpine: C
desert: A
water: B
woodland: D

4 Plants: Pollination

- A.
1. moth
 2. butterfly
 3. bee
 4. wind
 5. hummingbird
- B. Animal pollination: animals ; colours
Examples: A, D
Wind pollination: wind ; small
Examples: B, C
- C.
1. pollen
 2. stamen
 3. pistil
 4. seed
 5. scent
 6. nectar

5 Seed Dispersal

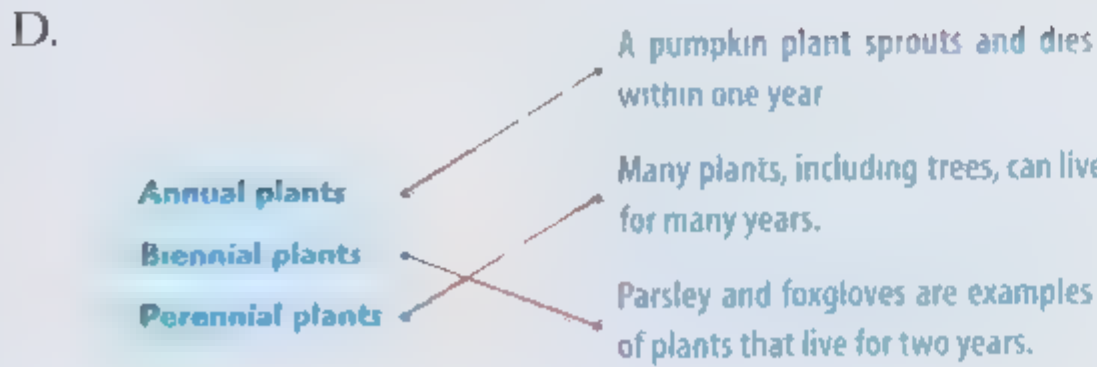


- B. 1. 2;1;3; water
2. 2;3;1; wind
3. 1;3;2; animals

6 Plants: Life Cycles



- B. B;C;D;A
C. 1. years; months
2. leaves; flowers
3. maple tree; sunflower



7 Uses of Plants

- A. 1. hard; E
2. strong; G
3. sweet; C
4. soft; light; A
5. flexible; strong; B
6. soft; fine; D
7. flexible; F
- B. 1. needles
2. bark
3. trunk
4. sap
- C. seed

8 Endangered Plants or Invasive Plants

- A. A, C, D, E, H, I, J, K
B. Endangered; Invasive
C. 1. habitat
2. extinct
3. endangered
4. protected
5. invasive
6. native

9 Rainforests

- A. 1. A; Emergent
2. D; Floor
3. E; Floor
4. B; Canopy
5. C; Understorey
- B. 1. animals/plants
2. plants/animals
3. canopy
4. seeds/fruits
5. fruits/seeds
6. Birds
7. layer
8. dense
9. rainfall
10. understorey
11. forest floor
12. vines

10 Force as a Push or Pull

- A.
1. Push
 2. Both Push and Pull
 3. Pull
 4. Push
 5. Pull
- B.
1. gravity
 2. static electricity
 3. magnetism
- C.
1. Direct Contact ; Push
 2. From a Distance ; Pull
 3. From a Distance ; Pull
 4. Direct Contact ; Push

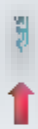
- B.
1. 3 ; 1 ; 2
 2. 1 ; 3 ; 2
 3. 2 ; 1 , 3
- Colour picture number 2 for 1-3.

12 Gravity

- A.
- 1-3 and 5. Draw an arrow pointing down.
 4. No Gravity
- B.
1. Jupiter ; Earth ; Venus ; Mars
 2. Mars
 3. Jupiter

11 Forces and Movement

- A. 1.



2.



3.



4.



5.



6.

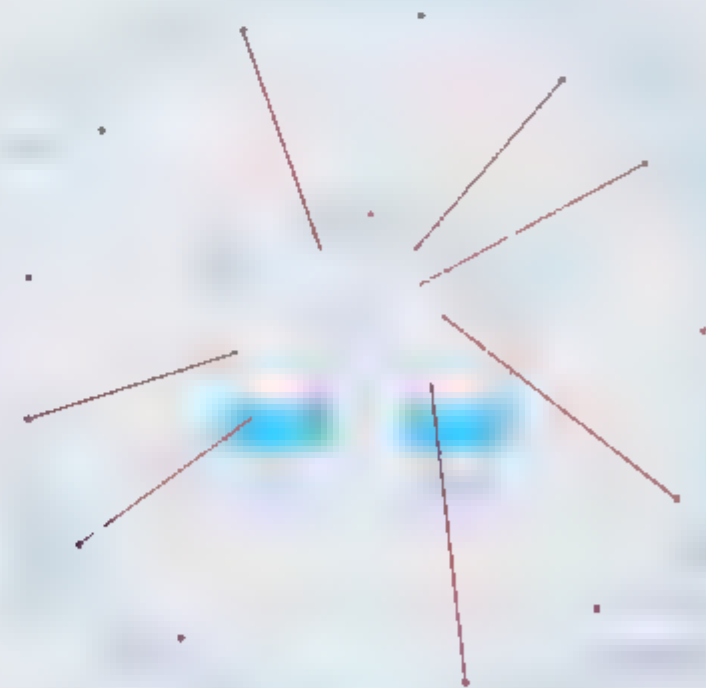


13 Friction

- A.
1. friction
 2. friction
 3. FRICTION
 4. FRICTION
- B.
1. rough ; increase
 2. harder
 3. bicycle grease ; reduce
 4. slippers with rubber soles ; increase

14 Magnets

- A.



- B
1. glass
 2. cloth
 3. wood
 4. plastic

C.

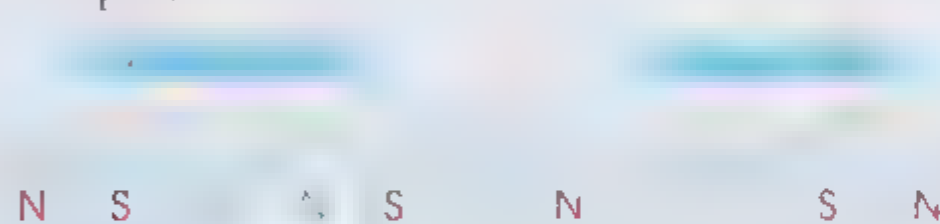


Experiment (Individual observation)

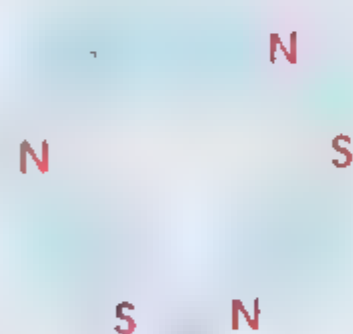
15 Magnetic Poles

- A.
1. south, north
 2. attracts
 3. repels

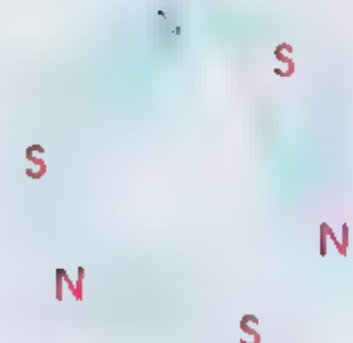
B.



- C.
1. attract
 - 2.



3.



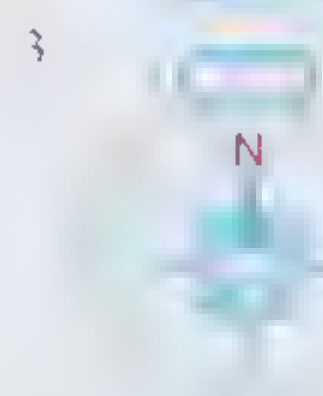
- D. 1.



2.



3.



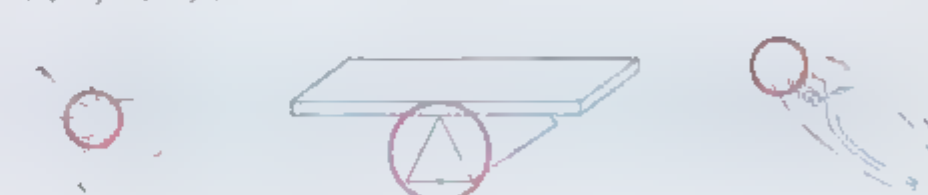
16 Stability

- A.
1. B
 2. A
 3. A
 4. B
- B.
1. thicker
 2. stronger
 3. beams

17 Levers

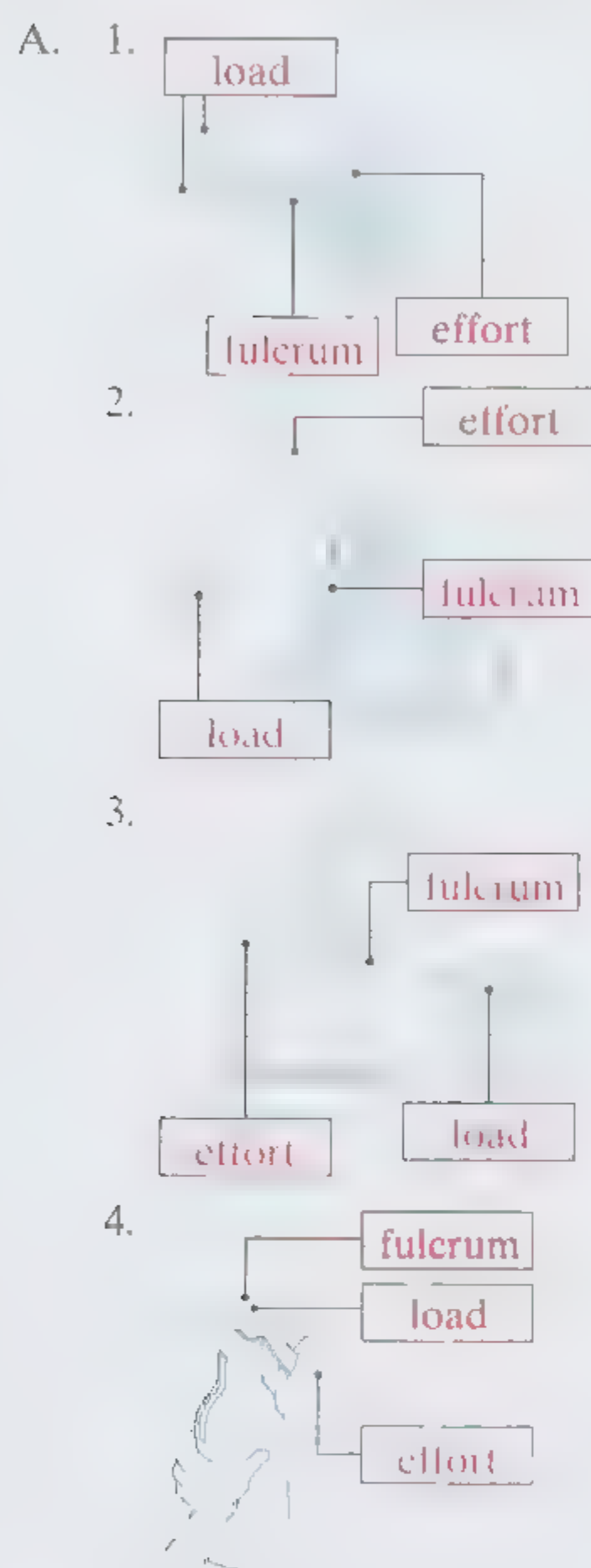
- A 1, 3, 4, 6, 7

B



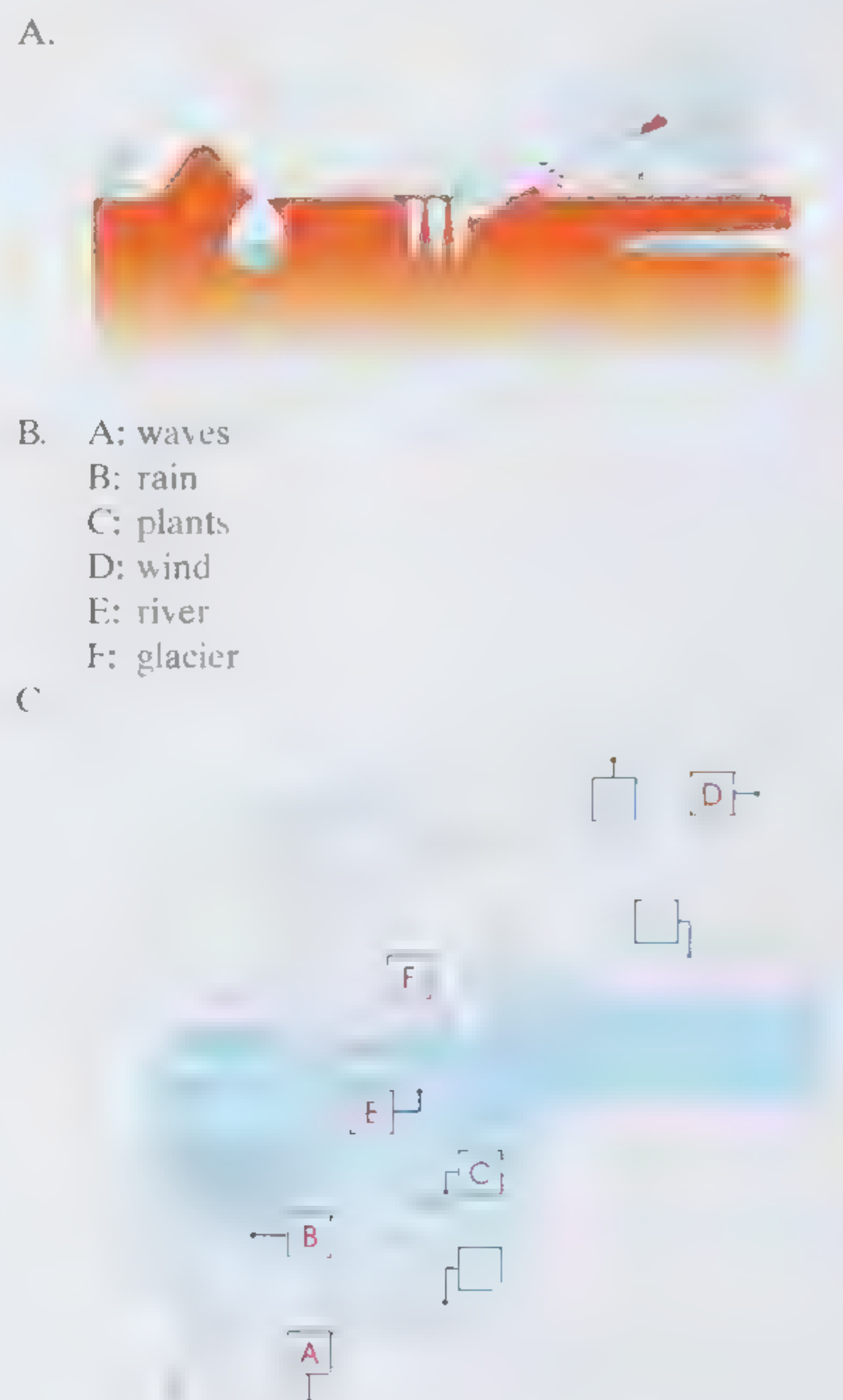
- C
- Part 1: easy ; little
 - Part 2: harder ; greater
 - Part 3: easier ; lesser

18 More about Levers



- B.
1. lever
 2. easier
 3. easier
 4. greater


19 Soil



20 More about Soil

- A. clay
silt
sand
loam
- B. 1. clay
2. loam
3. sand
4. silt
- C. 1. clay
2. loam
3. loam
4. a. sand
b. silt
c. clay
d. sand

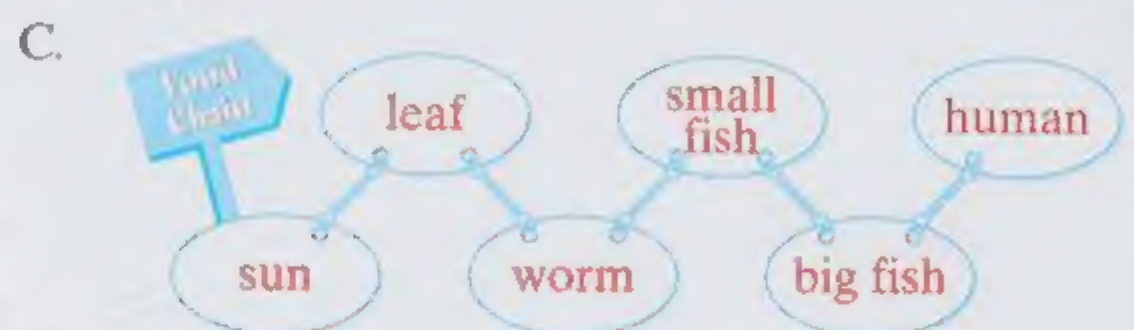
21 Soil Erosion

- A.
- Soil can be washed away by heavy rain.
- Soil can be blown away by strong wind.
- Soil can be lost to the water by waves.
- 

- B. 1. B
2. A
3. C
4. D
- Experiment (Individual observation)

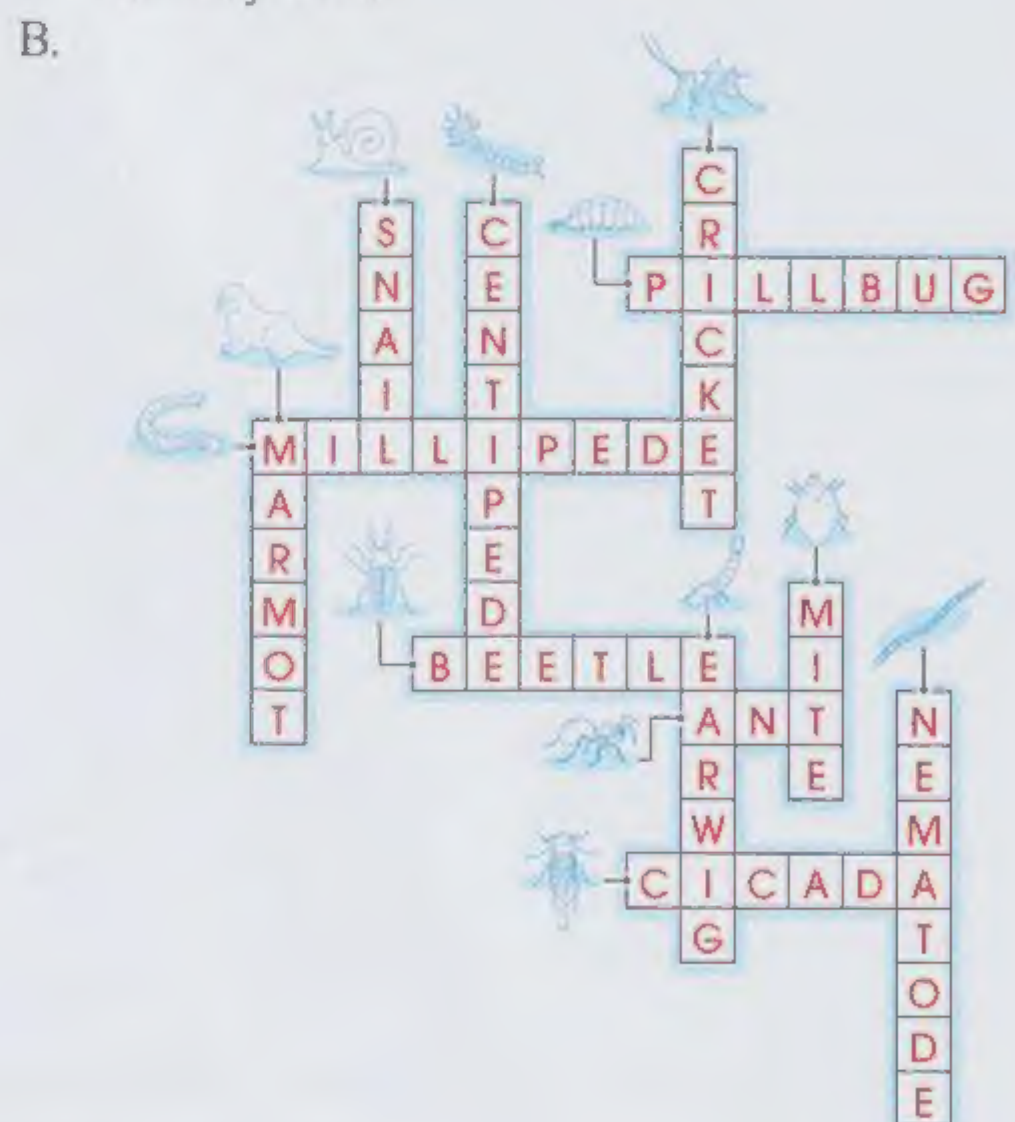
22 Earthworms

- A. 1. food
2. castings
3. predator
4. tunnel
5. habitat
- B. 1. E
2. D
3. A
4. B
5. C



23 Creatures that Use Soil

- A. 1. china
2. skin mud mask
3. soil field
4. flowerpot with soil
5. peat fuel
6. clay brick



24 Compost

A. • Items from the garden



• Items from the kitchen



• Items from other places



- B. 1. true
2. true
3. false
4. true
5. true
- C. Composting is a wonderful way to recycle organic items.

Credits

Photos (Cover “boy” Andres Rodriguez/123RF.com, “buildings” Songquan Deng/123RF.com, “totem pole” Gunther Fraulob/123RF.com, “schoolkids” Dmitriy Shironosov/123RF.com, “Northern Lights” pilens/123RF.com)

Copyright © 2015 Popular Book Company (Canada) Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher, Popular Book Company (Canada) Limited.

Complete Canadian Curriculum 3

Math • English • Social Studies • Science

Complete Canadian Curriculum covers the four key subject areas: Math, English, Social Studies, and Science. The curriculum-based units are designed to ensure that your child understands the concepts and masters the necessary skills. With the vivid illustrations and interesting activities, your child would find working through Complete Canadian Curriculum both fun and rewarding.



Popular Book Company (Canada) Ltd.

15 Wertheim Court, Units 602-603, Richmond Hill, Ontario, Canada L4B 3H7

Tel: (905) 731-9827 Fax: (905) 731-8499

E-mail: ca-info@popularworld.com Website: www.popularbook.ca

To find a retailer near you: www.popularbook.ca/ordering

ISBN: 978-1-77149-031-3



9 781771 490313

CAD\$19.95